



Alla Nesvit

We Learn

ENGLISH

6



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Наукову експертизу проводив Центр наукових досліджень та викладання іноземних мов НАН України.
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Підручник «АНГЛІЙСЬКА МОВА» створений відповідно до нової програми з іноземних мов (2012 р.) і рекомендований для оволодіння англійською мовою в 6-му класі загальноосвітніх навчальних закладів (шостий рік навчання). Він є складовою навчально-методичного комплексу і продовжує серію НМК автора А.М. Несвіт.

Підручник побудовано на принципах комунікативності, інтегрованого розвитку чотирьох видів мовленнєвої діяльності: аудіювання, говоріння, читання і письма. У ньому дотримано загальнодидактичні принципи посильності, логічності, доступності, активності та наочності у навчанні.

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Любі діти!



Гучний шкільний дзвінок уже покликав вас за парти, а в пам'яті ще зберігаються сповнені радощів дні літніх канікул, нові друзі, дивовижні відкриття та цікаві місця, про які розповідають фотографії, сувеніри й листівки.

У цьому навчальному році, працюючи з навчальним матеріалом розділу 1, ви навчитеся описувати зовнішність своїх рідних та розповідати про їхні риси характеру. Тато й мама, брати й сестри, бабусі та дідусі – це найрідніші люди, до яких ви завжди можете прийти зі своїми перемогами та поразками, яким завжди можете відкрити свої щирі душі.

Також ви дізнаєтеся про різні види магазинів, товари, які в них продаються, та навчитеся спілкуватися під час відвідування магазинів (розділ 2). Вивчаючи розділ 3, ви навчитеся розповідати про особливості харчування у вашій родині, про свої улюблені рецепти домашніх страв.

Спорт загартовує організм і характер, додає впевненості у своїх силах. Про літні та зимові види спорту, необхідність тренувань, спортивні захоплення ваших ровесників ви прочитаєте в розділі 4.

Життя цікаве, тому що можна подорожувати та пізнавати нове. Про різні види подорожей, про підготовку до відвідування іншого міста чи країни ви дізнаєтеся в розділі 5.

Із цього підручника ви отримаєте інформацію про столицю Великої Британії, місто Лондон, про її визначні місця та культурні пам'ятки (розділ 6). А також ви навчитеся розповідати про столицю України – місто Київ та визначні місця, які й донині зберігають пам'ять про життя у давнину та відомості про культурну спадщину українців (розділ 7).

Звичайно, ваші будні – це шкільне життя, спілкування з учителями та ровесниками, можливість пізнавати нове на кожному уроці. Розділ 8 стане підсумковою сходиною в опрацюванні програми для 6 класу. Ви навчитеся розповідати про ваші улюблені шкільні предмети. У підручнику також подано граматичний довідник та англо-український словник.

Бажаємо, щоб кожен урок за нашим підручником додавав вам впевненості у своїх силах та допомагав відчувати радість спілкування англійською мовою.

*З повагою,
Алла Несевіт*

Introduction

Welcome Back!



In this unit you will:

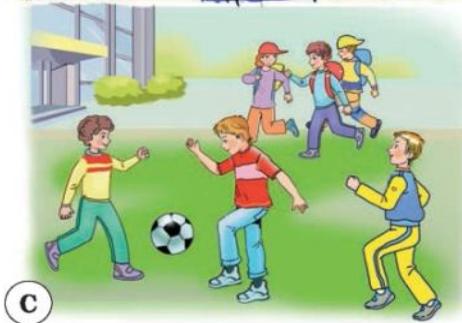
- talk about the first day at school;
- read the dialogue about summer holidays;
- listen to a dialogue;
- write a paragraph about your summer holidays;
- revise question words and types of questions; the Past Simple Tense.



Lessons 1-2.

1. Look at the pictures. Ask and answer the questions. Use the words in the box given below.

- to meet in the school yard
- to greet a new pupil in class
- to play in the playground
- to greet a teacher



- Where are the children?
- Do they know each other?
- What are they doing?

2. Listen and read the dialogue. Then match it with one of the pictures in Ex. 1.

Ann: Hi, Jane! How are you?

Jane: Hi, Ann! I'm fine, thanks. Where did you spend your summer holidays?

Ann: I went to the seaside with my parents. And you?

Jane: I visited my grandparents in Yaremcha.

Ann: Did you enjoy your time there?

Jane: Yes, I did. I took a lot of photos. Come and see them one day!

Ann: Oh, look! Our classmates are coming.

Jane: Let's go and meet them!

3. Agree or disagree.

1. The girls don't know each other very well.
2. Both girls had a nice summer.
3. Ann took lots of photos in summer.

4. Match the words in the box to their definitions.

• seaside • classmates • holidays • summer •

1. The period of time when schoolchildren have a rest.
2. The season of the year when it is the warmest.
3. A place by the sea where people go on holiday.
4. Pupils who study in the same group.

5. Complete the sentences with the words from the dialogue of Ex.2.

1. What are the longest school ?
2. All my are interesting people.
3. Have you enjoyed your trip to the ? – Yes, I have. I swam in the sea almost all day long.
4. My favourite season is I have my birthday in July.

Grammar Lab: Articles

(See *Grammar Reference* pp. 181–182)

- 6. a) Complete the sentences with the necessary articles a / an, Ø or the.**
b) Look at the picture on page 7 and describe it.

Today is first of September. children are in school yard. They are happy. teachers meet them before lessons.
Look at Dan! He has got bunch of flowers in his hands. flowers are for Miss Alison.

Look at Ann! She has got new school bag in her hand. school bag is pink and white.



Conversation Lab: Agree or Disagree

7. Work in pairs. Act out the dialogues as in the examples.



A: Did you visit your granny in summer?

B: Yes, I did.



A: Have you been to London in summer?

B: No, I haven't.

1. you / to help your grandparents / Yes
2. you / to read a lot of books / No
3. you / to buy lots of souvenirs / Yes
4. you / to be in the youth camp / No

8. Write a paragraph about your summer holidays for a school newspaper. Include the following:

- where you went;
- who you went with;
- what you did there;
- what you liked / didn't like about your trip.

Unit 1.

My Family and Friends





In this unit you will:

- talk about your family and friends; describe people's appearance and character, their interests;
- read about a family tree project;
- listen to a dialogue with personal information;
- write a story about your sister / brother / friend;
- revise comparative and superlative degrees of adjectives; the Present Simple Tense, the Present Continuous Tense.



Lesson 1.

1. Work in pairs. Talk with your friend.

1. How many people are there in your family?
2. Have you got any brothers or sisters?
3. How do you get on with them?
4. Would you like to have a larger or a smaller family? Why? Why not?
5. What traditions have you got in your family?

2. Listen, read and say which family looks like yours.

Different Families, Different Lives



1. I'm Olha. I'm new to Kyiv. My father has a new job here. He likes his job. I'm from Kharkiv. I miss my native city! My grandparents live in Kharkiv, so I only see them in the holidays. Two of my cousins live in Kyiv and I see them at the weekend.

I go to a new school. I'm in the sixth form. My classmates are really nice. I've got a younger brother. He is five. He doesn't go to school. He goes to the kindergarten. I like music and dancing.

2. My name is John. I'm 12 years old and I'm in Year 6. My favourite subjects are English and Drama. I've got two brothers and a sister. We live with my mum and dad in London. I love travelling. My parents were born in Edinburgh, so we've got lots of relatives in Scotland. We go there once or twice a year to stay with my aunt and

uncle. I've got three cousins. Robert and me are of the same age. Mark is two years younger, and Alice is the oldest one. She is 20, and she is a student. I love my family.

3. Agree or disagree with the sentences. Correct the false ones.

Example:

Olha lives in Ukraine. True.

1. Olha lives in Ukraine.
2. John's family originally came from Bozeman, a town in the USA.
3. John spends a lot of time with his cousins.
4. Olha likes her new city.

4. Work in pairs. Student A answers questions 1–6 for the first text of Ex. 2. Student B answers questions 1–6 for the second text of Ex. 2.

1. What is his / her name?
2. Where does he / she live?
3. What's his / her native city?
4. Who does he / she live with?
5. Who does he / she visit in his / her native city?
6. How many brothers / sisters does the person have?

5. Work in pairs.

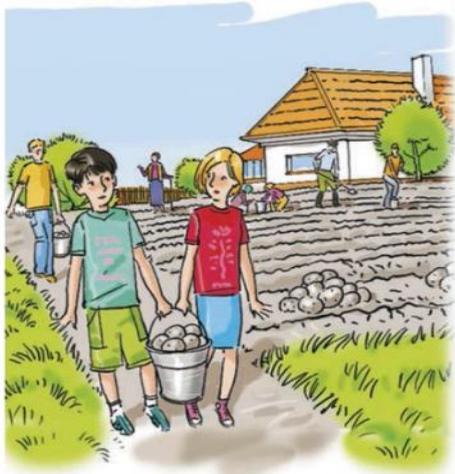
- a) Write a list of questions to interview your friend about his / her close family.
- b) Ask each other questions about your families.

6. Write a paragraph about your family. Use the plan given below and Ex. 2 as an example. Include the following:

- write your name and age;
- give information about your family members;
- include information about your hobbies;
- write something about the school where you study.

Lessons 2-3.

1. Work in pairs. Look at the pictures and talk about them. Use the questions given below.



1. What do the family members do together?
2. How often do the relatives usually meet?
3. Is it important to keep family traditions? Why?

2. Listen and read. Find and say who helped Tom with his project.

A Family Tree Project

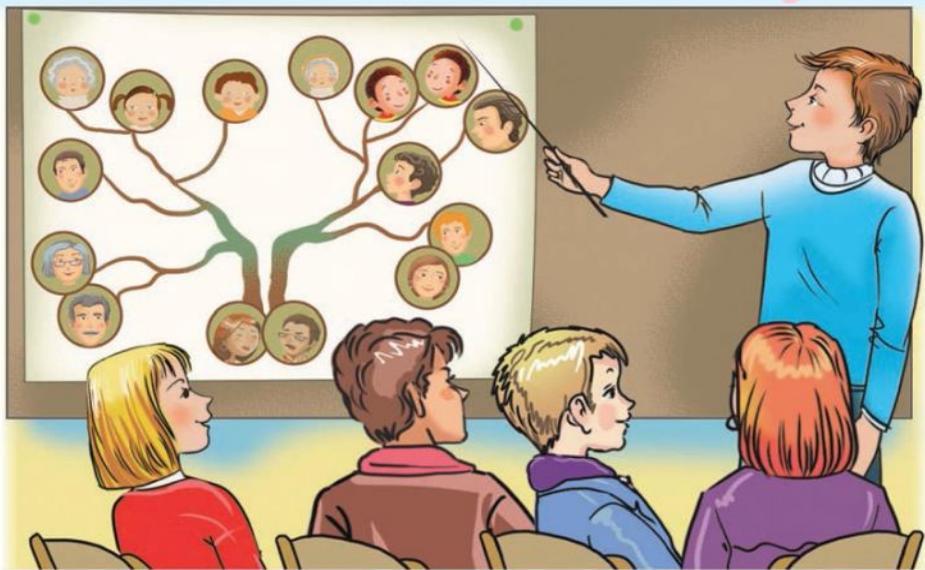
One day Tom told his class his family story. He made a nice family tree. His classmates were interested in the project.

Tom said, "It's always been my dream to learn more about my family. So, I had a talk with my parents and grandparents. My aunts and uncles helped, too. They gave me interesting photographs. My grandparents found some old letters."

"What did you do after that?" Betsy asked him.

"I used my notes to make a chart. I started with my birthplace and my date of birth. Then I drew connecting lines to my parents, then my grandparents and so on. I wrote their birthplaces and dates of birth."

Mrs Tyler said, "On Monday you'll draw your family trees and tell us your family story. I think it will be very interesting. Please, bring some of your family photos and your notes."

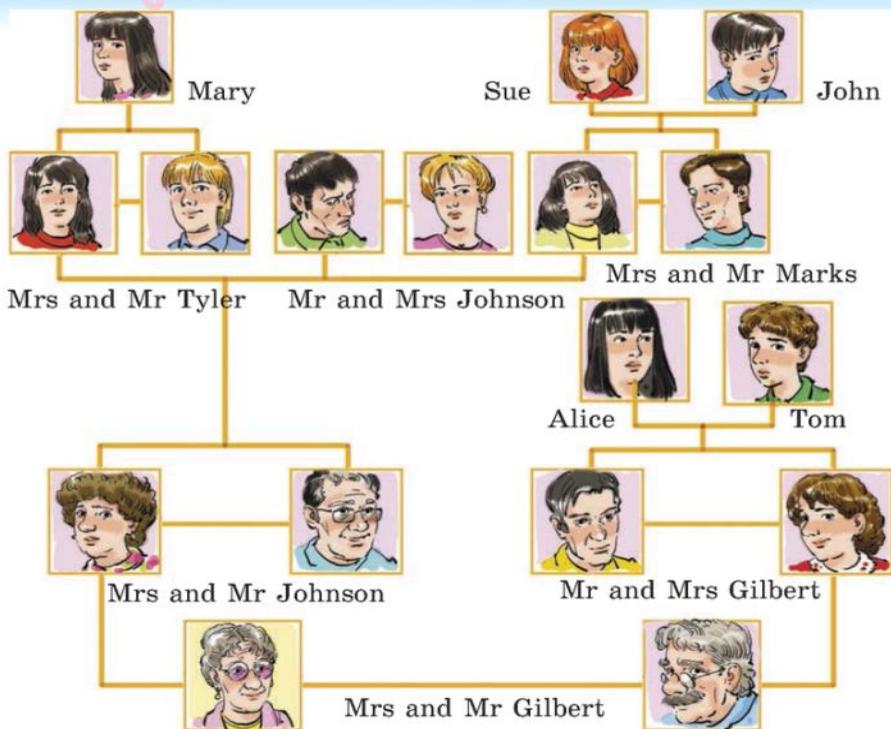


3. Read the text of Ex. 2 again and order the sentences.

- ___ A Ask your relatives for some interesting photographs.
- ___ B Try to find old letters.
- ___ C Talk to your parents and grandparents.
- ___ D Use your notes to make a chart.
- ___ E Write your birthplace and date of birth.

4. Look at the picture of a family tree on page 14 and talk about Mrs Tyler's relatives. Use the prompts given below.

1. are Mrs Tyler's parents.
2. are Mrs Tyler's grandparents.
3. aunt and uncle.
4. cousins.
5. a sister and a brother.
6. nieces and nephews.
7. wife.
8. husband.



Grammar Lab

Read and compare.

Old – older (старший за віком) – **the oldest** (найстарший за віком)
Old – elder (старший за народженням у родині) – **the eldest** (найстарший у родині)

1. Mary is two years **older** than Jim. / Mary is **older** than Jim by two years.
2. My granddad is **the oldest** member of the family.

1. There are three children in our family. My **elder** brother is Tom. My **elder** sister is Kate. Steve is **the eldest** child.

My **elder** sister is three years **older** than me. Maria is **the eldest** daughter. (Вона раніше всіх народилася.) Helen is **the oldest** child. (Їй найбільше років.)

5. Choose the correct item to complete the sentences.

1. Ann's *older* / *elder* sister lived in Great Britain last year.
2. Whose grandmother is *older* / *elder* – yours or Ivan's?
3. Victoria is the *oldest* / *eldest* student in our class.
4. Is Peter your *older* / *elder* or younger brother?
5. My uncle is the *oldest* / *eldest* member of the family.
6. My cousin is two years *older* / *elder* than me.

Conversation Lab

6. Read and complete the dialogue with the information about Julia's family. Then act it out.



Name: *Julia*

From: *Lviv Lives: Kyiv*

Class: 6A

Family: a brother (10); two cousins –
Svitlana (13), Mykola (7)

Hobbies: photography, dancing

Ann: Hi, I'm Ann. What's your name?

Julia: Julia.

Ann: Nice to meet you, Julia! What class are you in?

Julia:

Ann: Really? Olesia is in that class, too. Do you like our school Dancing Club?

Julia:

Ann: Is it your first year in ?

Julia: I came to from My father has got a job here.

Ann: Have you got any brothers or sisters?

Julia: Yes, And I've also got

Ann: Do you like dancing?

Julia: Yes, I do. And I'm also interested in

Ann: That's nice. Enjoy your time in Kyiv!

7. Write about your friend's family. Start like this:

I've got a new friend. His / Her name is He / She is from , but he / she is living in now.

Lessons 4-5.

1. Work in pairs. Think of the ideas to complete the sentences. What makes a good parent (student A) and a good child (student B)? Compare your lists. Explain your choice.

1. A good parent is someone who:

- thinks about the child;
- talks to the child;
- ...

2. A good child (son or daughter) is someone who:

- respects his/her parents;
- helps about the house;
- ...

2. Work in two groups. Read the stories on pages 16-17 and order the statements (A-E) given below.

- ___ A Personal interests
- ___ B Appearance
- ___ C What we do together
- ___ D Introduction
- ___ E Character

Group A

My Father



This is a photo of my father. He's got a round face. His eyes are grey. He is handsome. He is friendly and kind-hearted.

My father loves making models of planes. He is also fond of sports. His favourite sport is football. We often play together at the weekend. My dad enjoys reading and fishing.

I think that my father is the best.

Group B

My Mother



This is a photo of my mum. She is a pretty woman. She's got blue eyes and a nice smile. She is kind and hard-working.

My mother loves cooking and knitting. She also loves gardening. We've got a lot of flowers both in our flat and in our country house.

My mum understands me. We always talk about my school life and my friends. I often ask my mum for advice.

3. Work in groups. Talk about your father and mother. Use the statements in Ex. 2 as a plan. Answer your friends' questions.

Reading Lab

4. Work in pairs. Take turns to ask and answer the questions in the table on page 18.



Example:

A: *How many sisters and brothers do you have?*

B: *I have one elder sister and two younger brothers. What about you?*

A: *I am the only child in the family. I don't have any sisters and brothers.*

| Questions | You | Your Friend |
|---|-----|-------------|
| <ul style="list-style-type: none"> • How many sisters and brothers do you have? • Is it better to be the eldest, youngest or the middle child? Why? | | |

5. Read Inna's story about her sister Maria. Find the sentences to describe the pictures given below.

My Lovely Sister

My name is Inna. I am the third daughter in my family. I have one older brother and one older sister.

My sister's name is Eva. I think she is my best friend. I like her because she is a helpful person. She always helps me with my homework. Besides, she is a good listener too. She always listens to my school stories. She gives me advice on how to solve my problems.

Eva is a good cook. When I am hungry, she always cooks some delicious food. Not only that, my sister is a kind person. Sometimes she makes me laugh at her jokes. That's why I love her very much.



6. Work in pairs. Ask and answer the questions.

1. How many children are there in that family?
2. Who is Inna's best friend?
3. What is Eva like?
4. What do the girls do when they are together?

Writing Lab: Writing a Story

► What are linkers?

Linkers are words that connect ideas in a text logically.

► When do we use them?

When you describe a person, a place or a thing, use them to list facts, link events across time, compare and contrast ideas, etc.

Here are some examples:

To list some points:

Besides,

Not only that,,

Sometimes / Also

To give reasons why:

That's why

....., so /, because

7. Work in groups. Look through Inna's story in Ex. 5 again. Use the notes to write Eva's sentences about Inna. Start like this:

My sister Inna is She always Sometimes she She also Besides, When we are together

1. Always asks me to help her with her homework.
2. Tells me about her friends and school life.
3. Solve her problems together.
4. A good eater.
5. Listens to my funny stories.

8. Write a story about your brother or sister, or a friend. Use the text in Ex. 5 as a model.

Lesson 6.

1. Work in groups. Take turns to read an opinion, respond and add information.

Example:

It's good to live in a large family.

A: *I think so, too. Brothers and sisters can help each other.*

B: *Large families are usually very friendly. They spend a lot of time together.*

1. It's great to have a sister or a brother.
2. It is very good to be the youngest child in the family.

2. Read the text and say whether it gives a clear description of aunt Liudmyla.

Aunt Liudmyla



Kate: I like my aunt Liudmyla the most. She has thick straight brown hair and dark brown eyes. She's got a nice smile.

She's very helpful. I can always ask her for advice.

My aunt likes reading, gardening and she often takes long walks. She is a very active person. She is very kind-hearted. She doesn't like it when people do not agree with her.

I would like to be like my aunt.

3. Work in pairs. Take turns to ask and answer the questions.

1. Who in her family does Kate like the most?
2. What does Kate's aunt look like?
3. What does the girl like most about her aunt?
4. What kind of a person is the woman?

Conversation Lab

4. Speak in class. Talk about your aunt or uncle. Use the words in the tables to help you.

Face

| | | | |
|---------------------|----------------|-------------------------------|-------|
| My aunt My uncle | has got a (an) | happy sad oval round | face. |
|---------------------|----------------|-------------------------------|-------|

Character

| | | | |
|--|--------------|--|--------------------|
| My aunt My uncle My mother's sister My father's brother | is is not | kind-hearted, polite, intelligent, brilliant, smart, talented, energetic, charming, patient, | but he/she is |
|--|--------------|--|--------------------|

Likes and Dislikes

| Hobby | Sport | Food | Pets |
|---|---|---|--|
| gardening sewing knitting fishing | running football jogging basketball | grapes strawberries kiwi fruit pineapples | dogs cats fish birds |

5. a) Write a few sentences about your relatives.

b) Work in pairs. Your friend must respond to each sentence with another sentence.

Example:

A: *My aunt is very helpful.*

B: *Do you often ask her for advice?*

A: *Yes, I do.*

6. Write a paragraph about your aunt or uncle. Use Ex. 2 as a model.

Include the following: *a face, a character, likes and dislikes.*

Say what you like most about this person.

Lessons 7-8.

1. a) Listen to the opinion. Then listen to the responses. Say who you agree with. Present your own opinion.

Example:

A: *Relatives are more important than friends.*

B: *I think so, too. Family members are our dearest people in the world. We must support each other.*

C: *I don't think so. You can choose your friends, but you can't choose your family.*

1. It's good to be the only child in the family.

2. Brothers and sisters must always help and support each other.

b) Work in pairs. Agree or disagree with the statements. Explain your point of view.

2. Read Dan's email to his penfriend. What are the names of people in the photo he attached.

From: **Dan dan@inet.com**

To: **Alex alex@inet.com**

Subject: **My Friends**

Attached: **Dan's Friends.JPG (328KB)**

Hi Alex,

Here is a photo of me and my friends! A good-looking boy on the right is me, of course! I'm very cheerful, but sometimes lazy. The boy in the middle is my friend Oles. His hair is blond! Oles has a good sense of humour. We are never bored when we are together. The girl with the long hair is Natalie. She's nice, but she can be bossy sometimes. She's very clever and helps us a lot at school. Maria's the one with the shorter dark hair. She is really funny. And finally, there's my friend Vira. She's the one with long fair hair.

That's all for now. Don't forget to send me a picture of you and your friends.

Dan



3. Ask and answer the questions.

1. Who is Dan writing an email to?
2. What are Dan's friends' names?
3. Where are the friends in the photo?
4. What does Dan write about his friends?

4. Look at the children in the photo and describe their appearance. What do you think the children's characters are like? Use the phrases given below.



1. is really
2. looks
3. looks like a
4. is rather
5. is extremely
6. has got quite
7. looks as if

Conversation Lab

5. Work in groups. Talk about different kinds of people. Use the words in the table on page 24. Start like this:

All people are very different in their character. My friends are cheerful, sociable and caring. I don't like to talk to moody and gloomy people. Etc.

| Positive Qualities | Negative Qualities |
|---|--|
| sociable cheerful patient caring having a good sense of humour intelligent | moody greedy gloomy strict curious lazy |

6. Read, complete and write down the sentences. Use the words: *energetic, polite, charming, patient, kind-hearted, brilliant, smart, talented*.

1. My cousin is very He always says "please" and "thank you".
2. Our neighbour's son is very He gets only excellent marks at school.
3. Their children are very They can sing beautifully.
4. They are a(n) family. They play sport every weekend.
5. Miss Alison is a(n) and teacher. She never shouts at her pupils.
6. My aunt is a(n) lady. Everybody likes her immediately.
7. Clark is a(n) student. He reads books every day.

7. Write a short story about your friend. Describe the person's appearance and character. Why is this person special for you?

Lesson 9. Grammar Revision

1. a) Work in pairs. Take turns to ask and answer the questions in the table on page 25. Add information.
 b) Speak in class. Tell your classmates about your friend's relatives.

Example:

A: *How many relatives have you got?*

B: *I have got two aunts and three uncles. They live in different parts of Ukraine. Two uncles live in Kyiv, the capital of Ukraine. One uncle lives in Zaporizhzhia. My two aunts live in Lviv.*

| Questions | You | Your Friend |
|--|-----|-------------|
| <ul style="list-style-type: none"> • How many relatives have you got? • How often do you meet them? • How old is your oldest aunt (uncle, cousin, etc.)? • How old is your youngest aunt (uncle, cousin, etc.)? • What are your family traditions? • Does your family honour them? | | |

2. Complete the sentences with the correct tense form of the verbs.

1. A: Where (to be) Steve now?
B: He (to look) at the photos we brought from Great Britain.
2. Sandra (to be) very generous. She always (to bring) me presents, when she (to travel) to other countries.
3. Why (to be) the dog so quiet today? He always (to bark), when he (to see) the postman.
4. Look, Jane! I already (to buy) some new CDs. you (to want) to listen to them?
5. A: Hi, Brian! Can I speak to Laura, please?
B: Sorry, she (to have) a shower now.
6. you (to watch) that programme together yesterday?

3. Put the verbs into the Present Simple, the Present Continuous, the Past Simple or the Future Simple tenses.

1. Julia (to sew) a button on her blouse now.
2. Betty and Sandra (to visit) their relatives in London next summer.
3. you (to know) how to vacuum the carpet?
4. Can you (to help) your sister to decorate a house for a birthday party?
5. They (to be) tired yesterday. They (to work) in the garden.
6. The girls (to sweep) the floor two days ago.

Conversation Lab

4. Work in pairs. Read and order the sentences to make a dialogue. Act it out.

- OK. My father is a businessman. He works for a TV company.

- Are you the only child in the family?
- Yes, I do. We always help each other and never argue.
- Hi, Mark! I know nothing about your family. Tell me about your parents, please.
- No, I'm not. I have got an elder brother. He is nearly 19.
- Really? And what about your mother?
- My mother is a cook. She works in a restaurant.
- Do you get on well with him?

5. Find a photo of you with friends or family. Write an email describing the people in the photo. Use the email in Ex. 3 as a model.

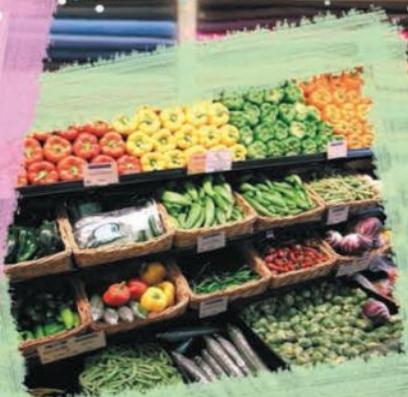


Self-assessment

Think of your records. Decide how well you know it:
 4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> • give a simple description or presentation of people • describe people's appearance and character • talk about people's likes and dislikes • ask for / present information about my friend's family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • catch the main point in clear simple messages • understand and extract the essential information from short, recorded passages dealing with personal information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • identify specific information in short stories about family and friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • write a short story about my relatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 2. Shopping





In this unit you will:

- talk about shops and shopping; your future plans;
- read about your friend's shopping day; the best London shops for children;
- listen to a short story;
- write a paragraph about your shopping day;
- revise pronouns *some / any, much / many*;
- learn about *countable* and *uncountable* nouns; modal verbs *may / might*.

Lesson 1.

1. a) Listen and repeat. Which is your favourite place to go shopping?

Example: *My favourite place to go shopping is a department store. I like to buy new clothes.*



a supermarket



a department store



the baker's



the greengrocer's



the grocer's



a dairy



the butcher's



a toy store



a market

- b) Say what things you can buy in these places.

Example:

We can buy oranges at the greengrocer's.

2. Listen and read. Say what Ann's favourite place to go shopping is.

A Shopping Day

Today is Saturday. This is the day when we do the shopping. My mother often takes me with her. We usually have a long shopping list.

First we go to the baker's to get some bread. Then we buy some milk, butter, sour cream and cottage cheese at the dairy. After that we go to the butcher's where we buy meat, sausages, steak, ham or bacon.

My favourite place to go is our local market. It is very big and nice. You can buy everything you need there: food, clothes and toys.

The best places to do the shopping in a big city are supermarkets and shopping malls. People can save their time and even have fun there.

3. Read the sentences and order them according to the text of Ex. 2.

- ___ A We buy meat at the butcher's.
- ___ B We are at the baker's.
- ___ C The local market is my favourite place.
- ___ D We have got a long shopping list.
- ___ E We buy sour cream and milk.

4. Look at the pictures in Ex. 1 (page 30). Read and say where the people are.

Example:



Ann: *Can I have a bottle of milk, please?*

Ann is at the dairy.

Steve: I'd like two kilos of apples.



Dan: How much does a kilo of meat cost?

Jane: Can I try this red dress on?



Steve: I want to buy a toy bear for my sister.

Jim: I'd like a loaf of white bread, please.



Conversation Lab

5. Say that you would like to buy these things.

Example:

I would like to buy a can of Coke.



6. Complete the sentences with the new words.

1. Buy two kilos of meat at the, Ann.
2. Let's go to the, The vegetables are always fresh there.
3. They always sell fresh bread at this
4. We have got a long shopping list, but not much time. It's better to do the shopping in the
5. Excuse me. Where can I find ? I want to buy some souvenirs.

7. Write a paragraph about your shopping day. Use the questions below to help you.

- Where do you usually do the shopping?
- Do you have a shopping list?
- What's your favourite place to do the shopping?

Lesson 2.

1. Listen, repeat and say what you usually buy in the supermarket. Start like this:

Sunday is my shopping day. I do the shopping in the local supermarket. They sell all kinds of food, clothes, toys, magazines and household goods there. I usually buy

a loaf of bread



bread rolls

vegetables



fruit

butter



sour cream

tea



coffee

pasta flour



rice

soap



paper towels

sausage



sausages

sweets



jam

2. Work in pairs. Tell your friend about your shopping experience in the local supermarket yesterday. Your friend listens and guesses the false information.

A: *I went shopping with my mum yesterday.*

B: *True.*

A: *We went shopping for food only.*

B: *False.*

A: *True! We didn't buy any clothes.*

3. Work in pairs. Take turns to ask and answer the questions on page 34.



A



B



C



D

1. Where does your family buy most of the food?
2. What things can you buy in the supermarket (at the market)?
3. What do you do when you can't find the things you want to buy?

4. a) Read and act out the dialogue.

Ann: Do you want brown or white bread, Dan?

Dan: Let's get white.

Ann: OK. How many loaves do we want?

Dan: One. Let's get some bread rolls as well.

Ann: That's a good idea.

Dan: Right. What else do we need to buy?

Ann: Some butter and sour cream.

Dan: Well, the dairy section is over there.



b) Work in pairs. Read and complete the dialogues. Use the words from Ex. 1 on page 33.

1. **A:** I am going to the supermarket to get Do we need any?
B: Yes. We need some, but not much. We also need and
2. **A:** Excuse me. Where can I find?
B: In the section.
A: Thank you.
3. **A:** Do we need?
B: No, but we need

4. **A:** We forgot to get?
B: I'll get it/them.
Where is it? / Where are they?
A: In the section over there.

5. **Play a game. Work in two groups. Act as in the model. Use the words: milk, apples, juice, rice, peaches, etc.**

Example:

Teacher: *Milk.*

Group A: *How much milk?*

Teacher: *Right. One point. Apples.*

Group B: *How many apples?*

Teacher: *Juice.*

Group B: *How many juice?*

Teacher: *Wrong! "How much juice?" Group B doesn't get a point.*

Conversation Lab

6. **Work in pairs. Read, complete and act out the dialogue. Use the words: much, many, any, some.**

Dan: How cheese is there?

Ann: There isn't left.

Dan: We need cheese then. What about eggs? How eggs have we got? Ten eggs.

Ann: So, we don't need

Dan: OK. How bread have we got?

Ann: We haven't got bread and flour left.

Dan: How bread do we need?

Ann: One loaf.

Dan: And how flour?

Ann: One kilo, I think.

7. **Write your shopping list for this week. Write how much food you need to buy.**

Things to buy:

Lesson 3.

Listening Lab

1. a) Listen to the text "Five Loaves of Bread"¹ and say why the man needed so much bread every day.

b) Listen to the text again and tick the sentences T (True) or F (False).

1. Mr Smith bought four loaves of bread every day.
2. Mr Brown bought one loaf of bread for his parents.
3. Mr Smith asked Mr Brown a lot of questions.
4. Mr Brown bought some bread in the supermarket.
5. Mr Brown bought two loaves of bread for his children.
6. Mr Brown and Mr Smith were friends.



2. Listen, read and act out the dialogue.

Kim is doing the shopping now. She has got a long shopping list.

She has already bought some vegetables and fruit and now she is ordering cold cuts² at the deli department.

Shop-assistant: Who is next?

Kim: I am.

Shop-assistant: What would you like?

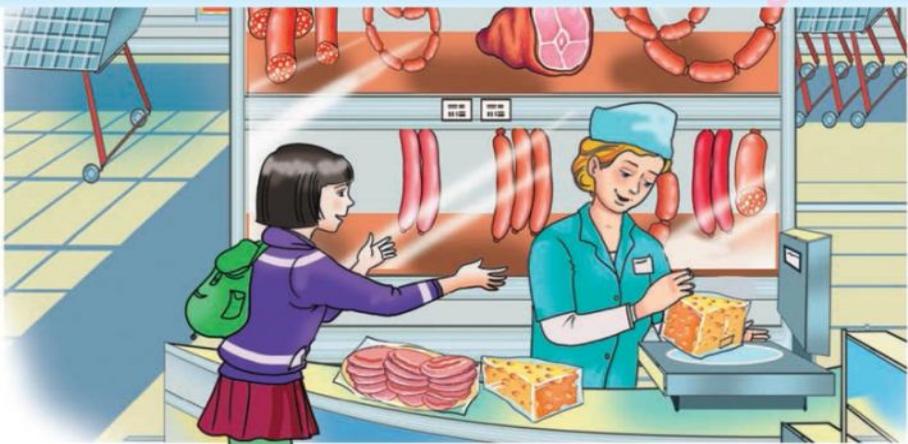
Kim: I'd like a kilo of ham and half a kilo of cheese.

Shop-assistant: Anything else?

Kim: No, that's all, thanks.

¹ See Tapescript on page 221.

² Cold cuts – thinly cut pieces of cooked meat, cheese, etc.



3. Work in pairs. Take turns to ask and answer the questions.

1. Where is Kim?
2. What does she want to buy?
3. Who is she talking to?
4. How much ham does she want to buy?
5. How much cheese does she want to buy?
6. Does Kim want to buy anything else?

Conversation Lab

4. Work in pairs. Act out the situation "In the Supermarket". Use the dialogue of Ex. 2 on page 36 as an example.

Role Card A. You are the customer. You are doing the shopping in the supermarket. Write a shopping list. Order what you want.

Role Card B. You are the shop-assistant. Talk to the customer and help him / her to buy the things he / she is looking for.

Shopping List

- 1/2 kilo of cheese*
- 1 kilo of meat*
- 2 kilos of potatoes*
- 1 kilo of oranges*

5. Read and choose the correct item to complete the sentences. Write the correct words.

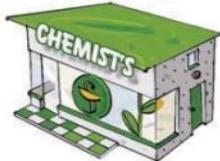
- Tom always the shopping on Sundays.
A do B does C is doing
- The things which are similar in the same area in the supermarket.
A is B will be C are
- Steve already cold cuts at the deli department.
A have ordered B is ordering C has ordered
- What would you like?
- I a kilo of apples, please.
A want B like C would like
- Excuse me, can you help me? I for the confectionery department.
A am looking B looked C look
- I have a kilo of fish, but I haven't any cheese and sausages.
A buy B buys C bought

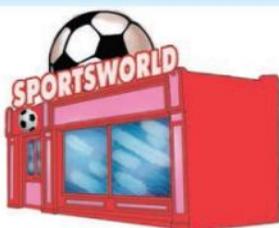
Lessons 4-5.

1. Listen and repeat. Which shops are located in your neighbourhood?

Example:

There is a nice grocer's not far from my house.





2. Look at the pictures in Ex. 1 and say what things you can buy in these shops.

Example:

I can buy a loaf of bread at the bakery.

3. Read and say what shops the children are in.

Kim: "This is where we can buy a present for Mary."



Dan: "My mum has asked me to buy some milk and cottage cheese."



Steve: "Do we need any bread?"



Ann: "Which vegetables do you want to buy?"



Jim: "Are you going to buy some fish and seafood?"



John: "Let's buy a kilo of sweets and a cake."



4. Work in pairs. Look at the shopping list. Ask your friend where you can buy these things.

Example.

A: *Where do you buy milk?*

B: *In the supermarket. Where do you buy a T-shirt?*

A: *At the clothes shop.*

SHOPPING LIST

Milk
cakes
carrot
potatoes
oranges
a T-shirt
a teddy bear
a computer game

5. Read and complete a dialogue with the words from the box. Then act it out.

• tomorrow • sweets • shopping • centre • clothing •

Jane: Hi, Ann! What are you doing (1)?

Ann: Well, I don't know. I think we're going (2)

Jane: Right. Do you like shopping on Saturday?

Ann: Of course, I do! My mum usually buys what I ask her. It can be a new item of (3) or something tasty, such as ice cream or (4) And then we are going to the cinema.

Jane: Oh, which one?

Ann: You know, the new one in the Dream Town shopping (5)

Jane: I might join you next Saturday.

Ann: That'll be really nice!



Grammar Lab: Talking about future plans

- Use Present Continuous Tense when you are sure about your future plans.
- Use *may* / *might* when you are not sure about them.

I might do the shopping.

What are you doing tomorrow?



6. Complete the sentences. Use the words from the box given below.

• might go • might buy • may give • might do •
might ask • might help •

1. I'm meeting Jack next Sunday. I him to give me his new DVD.
2. We are going shopping tomorrow. We a new toy for my sister.
3. He's visiting his aunt next Saturday. They the shopping together.
4. She's having some free time tomorrow. She to the swimming pool.
5. They're having a test tomorrow. Their teacher them some difficult questions.
6. They are preparing a shopping list for tomorrow. We them do that.

Conversation Lab

7. Read and act out the situation.

You are in London. Your host family gave you some lunch money. You have £10.00 (ten pounds) to buy the food in the school canteen. You have to choose at least one food item from each category.

| | |
|--|---|
| FRUIT / VEGETABLES Apple £0.50 Orange £1.00 Banana £1.00 | SANDWICHES Sausage sandwich . . . £1.25 Vegetable sandwich . . £0.70 Chicken sandwich . . . £1.50 |
| DRINKS Milk £0.60 / cup Juice £1.50 Tea £0.20 | SNACKS Biscuit £0.40 Crisps £1.20 Sweets £0.25 |

What will you choose to eat from this list? Why?

Example:

I may / might buy an orange and a banana, because there are a lot of vitamins in fruit. Besides, I like these fruits very much. They are tasty.

8. Write about you plans for the coming weekend. Use the correct structures: the *Present Continuous Tense* or *may / might*.

Lesson 6.

1. Listen, read and act out the dialogues on page 43.



1.

Jane is not sure if the department store is open or not, so she is calling there to find out.

Operator: Macy's, may I help you?

Jane: Yes, please. How late are you open tonight?

Operator: Until 9:00 p.m.

Jane: Thank you very much.

2. At the Shoe Shop.

Ann: I'd like a pair of shoes, please.

Shop-assistant: What kind of shoes would you like?

Ann: Low-heeled shoes for everyday wear.

Shop-assistant: What colour would you like?

Ann: Black.

Shop-assistant: What size do you wear?

Ann: Four. Can I try them on?

Shop-assistant: Of course.

2. Work in pairs. Take turns to ask and answer the questions.

1. What does Jane want to do tonight?
2. What store does she want to go to?
3. Why is she calling the department store?
4. Where is Ann?
5. What does she want to buy?
6. What size of shoes does she wear?

3. a) Work in pairs. Complete the conversation and act it out.

b) Listen and check.

Jane: Hi, Ann! You look wonderful today!
Where (1) you (to buy) your
new T-shirt and this pair of jeans?

Ann: In the clothes shop.

Jane: Where (2) (to be) it?

Ann: It is not far from Theatralna
Underground Station. You (3)
(to go) straight ahead along Bohdan
Khmelnyskiy Street, and it's on the
right. You (4) (not / to have to)
go far.

Jane: How much (5) (to be) the things
you bought?



Ann: I don't remember the exact price of the T-shirt, but the jeans (6) (to be) 350 UAH. The style is more important for me than the price. And the price is quite important for my mum. She usually (7) (to pay) for the purchase.

Conversation Lab: a Discussion

4. Work in groups. Discuss what is *very* / *quite* / *not so* / *not at all* important to know when you buy something. Use the ideas and the phrases from the box given below.

Example:

To my mind, the price is not so important when you want to buy good clothes to wear.

1. Price.
2. Colour.
3. Comfort.
4. Name of the designer.
5. Size.
6. Quality.
7. ...

Expressing Your Opinion

I think...
To my mind...
In my opinion...

5. You are on holiday in another city or country. Write an email to your parents. Tell them what things you have already bought, ask them if they want you to buy anything else. Give the details. Use the questions below to help you.

- What did you buy?
- Where did you buy it?
- Why did you buy it?
- Do you like it? Why?

Lesson 7.

Reading Lab: Jigsaw Reading

1. Work in three groups. Read the text and find the names of banknotes and coins of different countries in it.

1. In Ukraine people use **hryvnias** (UAH) and **kopiykas** (kop). The coins are 1 kopiyka, 2 kopiykas, 5 kopiykas, 10 kopiykas, 25 kopiykas and 50 kopiykas. There is also a one-hryvnia coin. All the coins are round. Every coin has the National Coat of Arms on one side of it.

Ukrainians use 1, 2, 5, 10, 20, 50, 100, 200 and 500-hryvnia banknotes. Every banknote has a portrait of a famous Ukrainian person on it.



2. In Great Britain people use **pounds** (£) and **pence** (p). The coins are 1 penny, 2 pence, 5 pence, 10 pence, 20 pence and 50 pence. There are also £1 and £2 coins. The coins are round. But two coins have got seven sides. The little coin with seven sides is the 20-pence coin and the big one with seven sides is the 50-pence coin. There is a portrait of the Queen of England on every coin. There are £5, £10, £20, and £50 banknotes.



3. In the USA people use **dollars** (\$) and **cents** (c). American coins are sometimes called **change**. Each coin has its own name. A one cent coin is called a **penny**. A 5-cent coin is called a **nickel**. A 10-cent coin is called a **dime**. A 25-cent coin is a **quarter**. There are 1, 2, 5, 10, 20, 50 and 100-dollar banknotes in the USA. You can see a portrait of an American president on one side and a picture of a famous building on the other.



2. **Speak in class.** Share the information you have read in Ex. 1 with your classmates.
3. **Work in pairs.** Complete and act out the dialogues.

Coins and Currency

1. A: How much is a penny worth?
B: A penny is worth one cent.
2. A: Soda costs seventy-five cents. Do you have enough change?
B: Yes. I have a/two/three (5) and
3. A: I need to go to the supermarket. Do you have any cash?
B: Let me see. I have a twenty-dollar bill.
A: Twenty dollars is enough. Thanks.

4. **Look at the pictures on page 47.** Act out the dialogues as in the example.

Example:

A: *How much is this notebook, please?*

B: *Two pounds. How many would you like?*

A: *I'll take three, please.*

B: *How would you like to pay?*

A: *In cash. Here you are.*

B: *Thank you. Here's your receipt and your change.*



£ 2



£1.99



£15.00

Conversation Lab

5. Work in pairs. Play a game "Buying Food and Getting Change". Take turns to play the role of the shopper.

You have 200.00 hryvnias. Go shopping. Look at the pictures and say what you can buy, at what price and how much change you get.



6. Write where you went shopping yesterday, what you bought and how much it cost. Start like this:

I went shopping yesterday. I had a long shopping list. Etc.

Lessons 8–9.

1. Ann and Dan are in London. They want to buy some souvenirs for their family and friends. Look at the photos and say what they can buy in these shops.



Hamley's



Mystical Fairies



Forbidden Planet



Hope and Greenwood Shop

2. Look through the texts (1–4) on page 49. Say what the names of the shops are.

- A Mystical Fairies
- B Hope and Greenwood
- C Forbidden Planet
- D Hamley's

Best London Shops for Children

1. is the greatest toy shop in the world. It is in London in Regent Street. The shop has seven floors of toys to explore! People from all over the world come to visit it. You can buy the most wonderful toys and games there. There are always lots of toy demonstrations there, so you can try before you buy.

2. is a girl's dream! This shop is full of fairy and princess dresses. There are also lots of accessories: bags, scarves and wigs! Girls can be part of Fairy School and Princess Academy. They can learn how to be fairies and princess, do arts and crafts, decorate a fairy cake, sing and dance. Boys can try on a costume of a pirate or a wizard and have fun.

3. is the world's largest and best-known entertainment shop. This is where you can find the latest comics and graphic novels from science fiction and fantasy stories. You can also buy action figures, books, DVDs and toys.

4. is a confectionery. It is in Russell Street. You can buy traditional sweets in old-fashioned glass jars. You can discover for yourself Candy Bananas, Rainbow Drops and even Flying Saucers! And you can use the jars for your new creative ideas!

3. **Work in groups of four. Read the information about one of the shops in Ex. 2. Take notes. Then share the information with your friends.**

4. **Read and say which place it is.**

1. You can wear a costume of a pirate there.
2. You can choose a nice toy for your younger brother or sister there.
3. You go there to buy a box of traditional chocolates.
4. It is an exciting place to shop for girls.
5. You can learn to do some crafts there.
6. It is the world's largest entertainment shop.

5. **Work in pairs. Read, complete and act out the dialogue. Use the Past Simple negatives and questions.**

Olha: (1) (you / to have) a nice holiday in London?

Bohdan: Yes, thanks. It was good. We saw the most famous landmarks. We also looked round some museums and saw a show at the Globe Theatre. We (2) (not / to try) to do too much.

Olha: Which museum (3) (you / to go) to?

Bohdan: (4) I (5) (to get) to know much there.

Olha: It's fascinating, isn't it? And what show (6) (you / to watch)?

Bohdan: Oh, a musical about monsters. I (7) (not / to like) it.

Olha: Where (8) (you / to stay)?

Bohdan: At the hotel. The rooms were very comfortable there.

Olha: And (9) (Susan / to enjoy) the holidays?

Bohdan: Yes, she did. She (10) (to do) some shopping, too.

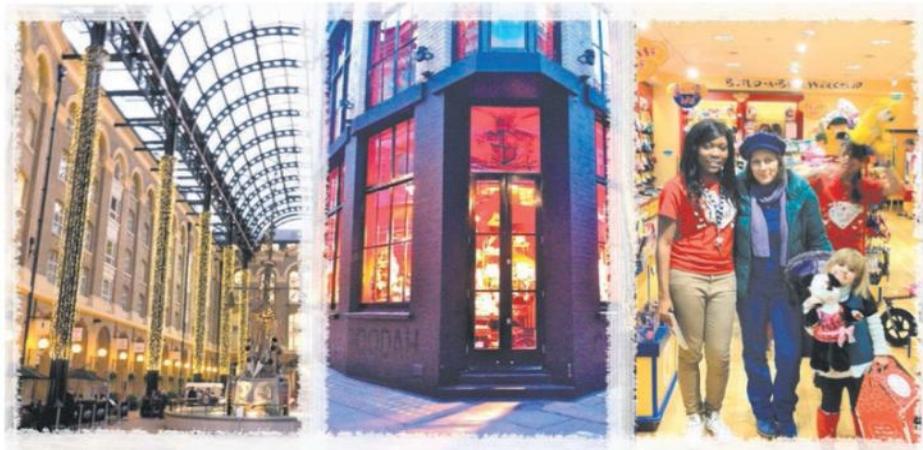
Conversation Lab

6. Read and act out the situation.

Your friend is going to London next month. Tell him / her about places to go shopping there. Answer his / her questions.

7. Write an email to your English-speaking friend. Ask him / her about:

- the places she usually does the shopping;
- the best places to buy souvenirs;
- thank him / her for his / her recommendations.



Lesson 10. Grammar Revision

1. Work in pairs. Ask and answer the questions as in the example.

Example:

A: How many nickels are there in a dollar?

B: There are 20 nickels in a dollar.

A: How many pennies are there in a pound?

B:



2. a) Write down anything you don't know about shopping. You may want to think about places to do the shopping, things to buy, etc. Write down questions starting with:

Why ... ? When ... ? Where ... ? Who ... ? What ... ? How ... ?

b) Work in pairs. Discuss your questions with your friend. Can you answer them?

3. Write the words in the correct order to make sentences.

1. gone / Sue / today / has / shopping/ . / making / she / is /
Now / for / salad / dinner / .

2. bag / so / Your / heavy / is / . / you / What / bought / have / ?

3. are / We / clothes / in / shop / the / . / are / for / We /
looking / a / shirt / new .

4. barbecue / you / some / food / buy / for / Can / the / ?

Conversation Lab

4. Read, complete and act out the dialogue.

Ann: Hello, Kim! How are you?

Kim:

Ann: I'm fine. I went shopping yesterday morning with Jane and my mum.

Kim: ?

Ann: Well, first I went to the clothes department and I bought a new blouse.

Kim:?

Ann: No, it wasn't very expensive. We paid fifty hryvnias for it. Then we went to a music shop. Jane wanted to look at the CDs. She likes listening to music.

Kim: ?

Ann: Yes, she Those two CDs cost After that, we went to the market. They sell nice clothes there.



5. Put the verbs in brackets into the correct tense form.

Maria (1) (to go) shopping with her mother last Saturday. They (2) (to want) to buy some presents for the coming holiday.

At first the girl and her mum (3) (to buy) a nice tie for father, then they (4) (to look) at the toys for Maria's classmates. The girl (5) (to see) nice dolls, jigsaw puzzles and interesting board games. Then they (6) (to visit) the ladies' and junior dresses section.

While Maria's mother (7) (to try on) a new skirt, the girl (8) (to go) to look at the other departments. Maria (9) (not / even / to notice) how she (10) (to get) lost. She (11) (to ask) the shop-assistant to help her. Soon her mum (12) (to have) nothing to worry about.



Self-assessment

Think of your records. Decide how well you know it:
 4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> describe my personal shopping experiences talk about different kinds of shops in the place where I live ask about things and make simple transactions in shops give and receive information about prices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> catch the main point in clear simple telephone messages understand and extract the essential information from a short, recorded dialogue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> identify specific information in short stories about shopping experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> write a paragraph about my shopping day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Food and Drinks

Unit 3.



In this unit you will:

- talk about food and drinks; meals and favourite recipes;
- read about your daily diet;
- listen to a story about meals and cooking in Ukraine;
- write a paragraph / a letter to a friend about your typical meals during the day;
- revise the articles;
- learn about verbs related to senses.



Lessons 1-2.

1. Listen and repeat. Match the pictures with the names of the products.

- sweets • bread • hamburgers • yoghurt • chocolate • cereal • eggs
- milk • cakes • butter • nuts • vegetables • jam • ice cream •
- cheese • fruit • spaghetti • a bag of flour •



2. a) Work in pairs. Put the words from Ex. 1 in the correct column.
 b) Add as many words to the different columns as possible. Then compare your lists with another pair and add any new words.

| Fruit | Vegetables | Meat / Fish | Dairy products | Sweets / Bakery products | Other |
|-------|------------|-------------|----------------|--------------------------|-------|
| | | | | | |

3. Work in pairs. Ask and answer the questions. Then explain the meaning of the words in boldprint¹.

1. What do you usually have for **breakfast**?
2. What is usually bigger for you, **lunch** or **dinner**?
3. What is your favourite **Ukrainian dish**?
4. What is your favourite **dessert**?
5. Do you like to eat **cereal** for breakfast?

¹ Words in boldprint – виділені слова.

4. Work in pairs. Talk about the pictures in Ex. 1 on page 56 as in the example.

Example.

A: *What food (products) do you like to eat?*

B: *I like fruit. I usually have an apple or a banana in my lunch box. I also like to eat tasty things, such as chocolates and sweets. My mum says that I mustn't eat a lot of these.*

5. Speak in class. Talk about food from Ex. 1 on page 56. What do you usually eat at home and at school? Your classmates guess the false information.

Example.

A: *I usually eat bread and butter, and cheese for breakfast at home.*

B: *True.*

A: *I always eat hamburgers and apples at school.*

B: *False. They don't sell hamburgers in our school canteen.*

Reading Lab

6. a) Read the title of the text. Say what products it is going to be about. Do you think that you eat the right food or not?
b) Read the text and check your ideas. What products do you need to add to your daily diet?

Eat the Right Food

People cannot live without food. Animals, fish, birds and plants cannot live without food either.



There are different kinds of food. Some kinds of food like bread, sugar, meat, butter, cheese and rice make you strong and give you energy.

Meat, fish and milk help you to grow. Vegetables, eggs and **cornflakes** make your bones and teeth strong. You should eat vegetables and fruit because they have got a lot of vitamins. Vitamins are **important** for your eyes, skin, **bones**, hair and for other parts of your body. There are thirteen types of vitamins (A, B, C and so on).

Eat the right food! Remember the proverb, "Good health is above wealth."

7. Agree or disagree.

1. People can live without food.
2. Meat, fish and milk make your bones and teeth strong.
3. Vegetables, eggs and cornflakes help you to grow.
4. Vitamins are important for your eyes, skin, bones, hair and for other parts of your body.
5. There are fourteen types of vitamins (A, B, C and so on).

8. Look at the pictures and match them to the words in the box.

• spicy • sweet • sour • salty • bitter •



Example.

1. Sugar – sweet

Grammar Lab: Verbs related to senses + Adjectives

Verbs related to senses are: *to feel, to hear, to smell, to look, to see, to taste, to sound.*

They are followed by adjectives, not adverbs:

This cake smells delicious. This coffee tastes bitter.

Conversation Lab

9. Complete the dialogues and act them out.

1. Mum: Would you like some in your tea?

Ann: Sure, pass me a  , please.

2. Tom: Mum, give me some  , please.

Mum: Why would you like to add it to your dish?

Tom: I'd like to make it

3. Jane: This  tastes too Why have you put so much sugar in it?

Mum: Sorry, my dear. I didn't notice how much sugar I put in it.

4. Kate: Dad, this  tastes Will you pass me some sugar, please?

Dad: Certainly!

5. Kim: Granny, why is this ? I can't eat it.

Granny: It's OK, it's not

10. Write a paragraph about the food you eat. Use the questions below to help you.

- Which food do you eat to be strong and energetic?
- Which food helps you to grow?
- Which food with a lot of vitamins do you eat?
- Do you eat the right food?

Lessons 3-4.

1. a) Work in pairs. Take turns to ask and answer the questions in the table. Add information.

Example:

A: *Do you usually eat a big breakfast?*

B: *No, I don't. I usually have a sandwich and a cup of tea. What about you?*

A: *I usually have a big breakfast. I have a bowl of cereal, eggs and toast.*

| Questions | You | Your Friend |
|---|-----|-------------|
| <ul style="list-style-type: none"> • Do you eat a big breakfast? • Do you cook breakfast by yourself? • When do you eat your breakfast? • What do you drink in the morning: tea or coffee? • Do you like to eat fast food in the morning? • Do you eat rice or potatoes in the morning? | | |

2. Say what the members of your family usually have for breakfast. Use the words from the box on page 61.



- bread and butter • porridge • eggs • cheese • sausages • sandwiches • tea (with milk or with lemon) • coffee • milk • juice • cocoa • sweets • cookies • juice • puddings • pancakes •

3. Read and say what children usually have for breakfast on a typical day.



Kate: I always have a boiled egg, some toast and a glass of milk or orange juice for breakfast. I can't go to school without breakfast. I usually have lunch at school. There's a great choice of things to eat. You can have burgers, baked potatoes, pizza, sausages and lots of other things.

Kim: I love milk, so I always have cereal for breakfast with lots of milk on it! I don't have school lunches. I buy my own. If I go to the café near school, I have a milkshake. Chocolate's my favourite flavour.

Dan: I'm a vegetarian, so I don't eat meat. I eat both cheese and eggs instead. I eat lots of fruit and vegetables, too. I start the day with either some fruit or yoghurt. I usually have a banana or an orange. I take a packed lunch to school with me. This is usually cheese sandwiches and a couple of apples.

4. Look through the text of Ex. 2 and say who:

- | | |
|---|------------|
| • thinks vegetables are healthy. | <i>Dan</i> |
| • only eats a little for breakfast. | |
| • always has cereal for breakfast with lots of milk | |
| • can't go to school without breakfast. | |

5. Read and complete the sentences. Choose the correct word.

1. I was tired. The porridge tastes (*awful / awfully*)
2. She cried This coffee tastes (*bitter / bitterly*)
3. Those flowers look She sings (*beautiful / beautifully*)
4. This dish tastes That was a creamy soup. (*delicious / deliciously*¹).
5. Your tape recorder sounds The boy cooked (*wonderful / wonderfully*)

Conversation Lab

6. Read and act out the situations.

- Tell your friend about your favourite dish.
- Ask your friend about the dishes he / she usually eats for breakfast / lunch / dinner.

7. Read and act out a dialogue about the food you eat for breakfast. Start like this:

Ann: Hi, Tom! Why are you eating a banana? Haven't you had breakfast?

Tom: Hi, Ann! You see, I cannot eat before going to school. And I always have a small snack of healthy food like nuts, fruit, vegetables or yoghurt.

Ann: But I always have my breakfast at home. I eat foods like cereal, bread, eggs, milk and dairy foods which keep me going until lunch.

Tom:

Ann:

8. Write a paragraph about your typical meals during the day. Use the questions given below to help you. What kinds of food do you eat every day?

- Do you usually eat fruit and vegetables? What kinds?
- How often do you drink milk or water?
- What kinds of food do you like to cook?
- Where do you usually buy your food?

¹ **Deliciously** – надзвичайно смачно.

Lessons 5-6.

1. a) Listen and repeat.

- bread and butter • porridge • sausage • sandwiches • cocoa powder • borshch • pampushki • fish soup • chicken broth
- noodle soup • pea soup • mushroom soup • cutlets • boiled meat • fried meat • roast meat • fried / boiled / mashed potatoes • vegetables • pancakes • compote • sour milk •

b) Speak in class. Talk about food you usually have for breakfast and dinner.

Example:

I usually have boiled eggs and porridge for breakfast.

2. Work in pairs. Tell each other which foods you like and don't like to have for dinner. Use the following phrases:

I like I quite like I don't like I prefer



3. Listen and read what children say about meals and what they prefer to eat.



Ann: I eat three times a day. Dinner is the biggest meal of the day for me. Soup (traditionally borshch) is a must during dinner. It is served with dark bread or pampushki with garlic. My mum cooks chicken broth, noodle soup, pea soup or mushroom soup for dinner. All of them are very tasty. I like borshch most of all.

Tom: Dinner is the biggest meal of the day for me, too. I start my dinner with a salad. Then my mum serves a bowl of soup or chicken broth. After that we have a meat or fish dish. As a side dish we usually have fried, boiled or mashed potatoes and vegetables cooked in different ways. We finish our dinner with ice cream or apple pie.

4. Read and complete the sentences with the phrases from Ex. 3.

1. Some people like a light breakfast, others prefer
2. Dinner is the biggest
3. Soup is a must during
4. As a side dish we usually have
5. We finish our dinner with

5. Read and act out the dialogues.

1.

Ann: What kind of breakfast do you usually have in the morning?

Jane: I usually have a cup of tea and a cheese sandwich. And what about you?

Ann: I don't eat much. Just some cornflakes, an egg and toast with jam and butter. Sometimes I drink a cup of coffee and eat biscuits.

Jane: Oh, it's too much for me.

2.

Mother: Dan, it's lunchtime. Wash your hands and sit down at the dinner table.

Dan: OK, Mum. I am really hungry. What's for lunch today?

Mother: Vegetable salad, chicken soup and then meat and potatoes.

Dan: Oh, that's wonderful! What are we having for dessert?

Mother: Some ice cream.

Dan: Thank you, Mum, for a tasty lunch.

Mother: I'm glad you like it.



Conversation Lab

6. Work in groups. Take turns to read an opinion and give your response. Add information.

Example:

A: Breakfast is the most important meal of the day.

B: I don't think so. I don't eat a big breakfast.

C: What do you usually have for breakfast?

B: I usually have a sandwich and a glass of juice.

1. Breakfast is the most important meal of the day.
2. It's important to have hot soup for dinner.
3. You can eat as many sweets as you want.

7. Write a short letter to your English-speaking friend. Tell him / her what your family members usually eat for dinner. Ask him / her questions about their family dinners. Start like this:

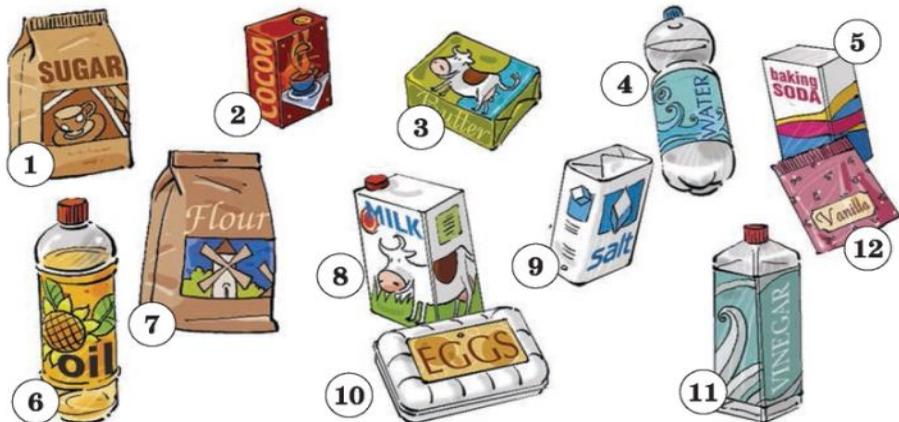
Dear Mary,

Thank you for your letter. It was interesting for me to learn about your favourite dishes. I'm going to tell you what my family usually have for dinner.

Lessons 7–8.

Listening Lab

1. Listen to the conversation. Name the things that Ann puts into the cake. Act the dialogue out.



Jane: This cake tastes delicious, Ann.

Ann: Thanks. I tried to do my best. Besides, it's easy to make.

Jane: What is in it?

Ann: There's flour, of course. And sugar, cocoa powder and baking soda.

Jane: Did you put in any eggs?

Ann: No, there aren't any eggs. There's a little salt, water and vegetable oil.

Jane: Is that it?

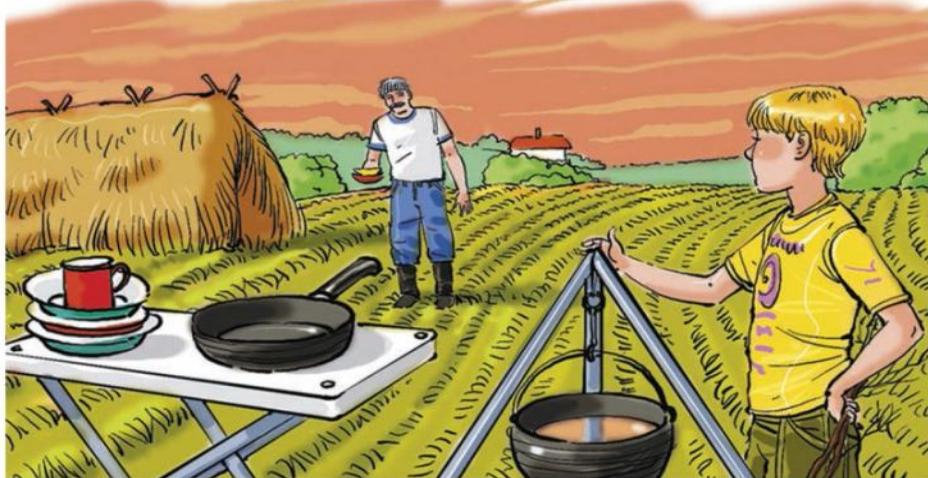
Ann: I think so. No... I forgot. There is vinegar and vanilla. That's all.

Jane: Thanks. I'll try to cook it myself.

Reading Lab

2. Look at the picture and the title of the text in Ex. 3 on page 67. What are the man and boy doing? Where are they? What do you think the text is going to be about?
3. Read the first two paragraphs (A, B) and check your ideas. Then read the text and find the sentences which describe the process of cooking.

A Day with Grandpa
By Mildred Pitts Walter



- A At noon Justin and his grandpa came up to a small **shed**¹.
- B “We’ll have our lunch here,” Grandpa said. He took black **iron pots**², some plates, knives, spoons and a table from the shed. They were going to cook outside.
- C First, they collected wood, sticks and dry grass. Soon they had a hot fire. Grandpa carefully washed his hands. After that he began to cook their lunch.
- D Justin watched how his Grandpa cooked. First he put **raisins**³ into a pot with a little water and placed them over the fire. Then he put flour in a pan. After that he made a hole right in the middle of the flour. In that hole Grandpa put some **shortening**⁴. Then he added water. He mixed the flour, water and shortening.
- E Soon Grandpa started to cook the biscuits. In a few minutes the smell was so delicious that Justin could hardly wait.

¹ A **shed** – укриття.

² An **iron pot** – металевий горщик.

³ **Raisins** – родзинки.

⁴ **Shortening** – суміш для випічки.

4. Read the text of Ex. 3 and match the questions (1–6) with paragraphs (A–E).

1. Did the man or his grandson cook lunch?
2. Where did the man and the boy come one day?
3. How did Grandpa prepare the dough for the biscuits?
4. What did they collect for the fire?
5. Where did Grandpa cook the biscuits?
6. What things did they have to cook outside?

5. Read and complete the sentences with the correct item.

1. Justin and his grandpa came up to a small shed at
A one o'clock B twelve o'clock
2. Grandpa cooked
A fish soup B some biscuits
3. Justin and his grandpa had lunch
A in the shed B outside
4. They cooked their meals on
A a fire B a gas stove

6. Speak in class. Talk about a picnic you once had with your parents or grandparents. What food did you eat? How did you cook outside?

Conversation Lab

7. Work in pairs. Complete the dialogue with the questions from the box and act it out.

- Can I make a sandwich for you?
- Would you prefer a ham or tuna sandwich?
- Can you wait for a minute?
- Are you hungry, dear?

Mum: (1)

Tom: Yes, I am very hungry and I'd like to eat something before having dinner.

Mum: (2)

Tom: Yes, sure. What sandwich can you make?

Mum: (3)

Tom: I prefer a ham sandwich. Do we have all the ingredients: bread, ketchup, ham and pickles?



Mum: My dear, we have everything. (4)

Tom: Certainly, I am very hungry, but I can wait for a minute.

8. Write questions to get more information.

- I've bought lots of food today.
- We're going to cook a traditional Ukrainian dish at the weekend.

Lessons 9–10.

1. Listen and repeat. Then match the words in the box with their definitions.

• fresh • fried • frozen • raw • spicy • sweet • tasty • vegetarian •

- With a hot, strong flavour.
- Good, with lots of flavour.
- Not cooked.
- For people who don't eat meat or fish.
- Preserved by becoming very cold.
- Cooked in hot oil.
- Recently picked, caught or prepared.
- With lots of sugar.

2. Write two types of food that go with each of the words in Ex. 1. Then check your list with your friend. Does he / she agree with you?

Example.

Fresh – fresh vegetables, fresh juice, etc.

3. Listen and read. Complete the text with the words from the box given below.

- three courses • the biggest meal • a snack • supper • dinner
- breakfast • fish fillets with a side dish • compote •

Meals and Cooking in Ukraine

The Ukrainians have meals four times a day and their cuisine is quite varied.

(1) is the first meal of the day. It is usually light – bread with butter or kasha (cereal) with milk. Some people may have pancakes with coffee or tea. Some people even eat soup but, of course, sandwiches and coffee are very popular.

(2) is usually in the middle of the day. It is (3) of the day. It includes (4) People have a starter (salad, cheese, etc.), soup, steaks, chops or (5) , a lot of bread and something to drink like (6)

At four or five the Ukrainians may have something for (7) : cakes with juice, tea or something of the kind.

(8) in Ukraine means one more big meal at seven.



4. Agree or disagree.

1. The Ukrainians have meals four times a day.
2. The Ukrainians can eat soup for breakfast.
3. Sandwiches and coffee are very popular in Ukraine.
4. Breakfast is usually the biggest meal of the day.
5. At four or five the Ukrainians may have something for a snack.
6. The Ukrainians have their biggest meal at seven.

5. Make up questions to the following answers. Then work in pairs and practise them.

1. A:

B: Yes, tea is one of the most popular drinks in the world.

2. A:

B: In Ukraine people drink tea with lemon.

3. A:

B: In England people drink tea with milk.

4. A:

B: Yes, tea comes from the leaves of a plant.

5. A:

B: The tea plant or bush needs a warm climate and lots of rain.

6. A:

B: It grows well in China, India, Japan, Turkey and some countries in Africa.

Conversation Lab

6. Work in pairs. Act out the situation.

A guest from an English-speaking country is visiting you. He / She is interviewing you about the traditional Ukrainian dishes.

- Write a list of questions about the traditional Ukrainian dishes.
- Answer your guest's questions.

7. Speak in class. Tell your classmates what you know about the traditional Ukrainian cuisine.

8. Read the letter given below and write down Sue's answer to it.

Dear Sue,

I'm just writing to thank you for inviting me to the picnic next Sunday. I think we'll have a fantastic time together. It will be wonderful to spend time with you and your classmates.

Will you write me the details about the food, please? What kind of food do I need to take with me?

Thanks again and hope to see you soon.

All the best,

Ann.

Lesson 11. Grammar Revision

1. Ann went shopping yesterday and bought some food. Read and complete the sentences. Use *some* or *any* where necessary.

Example:

(+) grapes – *She bought some grapes, because she likes grapes very much.*

1. (-) cheese
2. (+) mushrooms
3. (-) carrots
4. (+) rice
5. (-) cornflakes
6. (+) oil

2. Read and complete the text with the correct form of the verbs in brackets.

Justin (1) (not / to mind) that his clothes (2) (to be) so dirty and wrinkled. He (3) (to have) a great time, though he (4) (to work) hard and (5) (to get) hungry. When they (6) (to stop) for lunch, grandpa (7) (to build) a fire and (8) (to make) biscuits. At first, Justin (9) (to tease) grandpa about putting raisins in the dough, but after tasting them, he (10) (to decide) they (11) (to be) the best biscuits ever. And this day with grandpa (12) (to be) the best day ever, too.



3. a) Read the text. Which dessert does the person recommend?

Today's Desserts

You will love the ice cream and pudding. In some ways they are the same, but in other ways they are different. They are the same, because both are chocolate. Also, both are very sweet and creamy.

These two desserts are different in some ways. The ice cream is frozen and can melt, while the pudding is just cold and won't melt. Also, we usually decorate ice cream with fruit and nut, but we decorate the pudding with cream.

You'll love whichever one you choose!



b) Write a similar story. Describe two of your favourite desserts. Use the prompts given below.

You will love and In some ways they are , but in other ways they are They are the same, because both are Also, both are and

These two desserts are different in some ways. is and can , while the is just and won't Also, is , but the is

You'll love whichever one you choose!

4. Fill in the correct article *a / an* or nothing (-).

Bill: I'm hungry. Can I have (1) sweet, Mum?

Mum: No, you can't. You haven't had your dinner yet, Bill.

Bill: I'll have it later. What about (2) cake or (3) biscuit? Do we have any at home?

Mum: You have a sweet tooth! (4) Sugar and (5) sweets don't make your teeth strong. Have (6) apple, (7) orange or (8) carrot at least.

Bill: Then I'll have some (9) cornflakes with (10) milk. Is it OK?

Mum: Certainly. (11) Cornflakes make your bones and (12) teeth strong. (13) Milk helps you to grow.

Bill: That sounds great! I can add as much (14) sugar as I want, can't I?

Mum: Oh, Bill!

5. Work in pairs. Look at the pictures. Disagree with your friend. Talk with him / her as in the example.

Example:

A: *These vegetables taste delicious!*

B: *Oh, no! They taste awful!*

$$135 \times 5 - 124 : 6 =$$



- delicious • beautiful • difficult • scary • rough • friendly
- soft • ugly • awful • easy •

6. Write a short letter to thank your friend for the wonderful dinner party you attended at his / her place last weekend. Use the word lists and the questions to help you.

- When did you go to the dinner party?
- Who invited you there? What was the occasion?
- Which were the dishes you enjoyed the most?
- What was the party like?

Food: tasty, delicious, well-cooked, etc.

Atmosphere at the party: friendly, relaxing, great music, lots of games.

Self-assessment

Think of your records. Decide how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none">• explain what food and drinks I like/dislike• describe my everyday eating habits• get simple information about meals and favourite dishes• interact in structured situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">• understand simple routine exchanges in predictable everyday situations• understand simple instructions related to food and meals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">• understand short, simple texts related to the topic• identify specific information in simple written material such as letters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">• write a letter to a friend about my typical meals during the day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 4. Sports and Games





In this unit you will:

- talk about different kinds of sport; your friends' favourite sports activities;
- read about sport in our life;
- listen to a sports questionnaire;
- write an email about Sports Day;
- revise the Present Perfect Tense.

Lesson 1.

1. Listen and repeat. Say what kind of sport you are fond of.

Example:

A: *I'm fond of athletics. And you?*

B: *I'm fond of judo.*



athletics



ski-jumping



cycling



sailing



boxing



judo

2. Look at the pictures and say what kinds of sport the sportsmen enjoy.

Example:

Mr Johnson enjoys swimming.



3. Read and say why it is important to go in for sport.

Sport in Our Life

People all over the world are fond of sports and games. There are summer and winter sports. The most popular winter sports are skating and skiing. Some people greatly enjoy **figure skating** and **ski-jumping**. It's so nice to go to a skating rink or to a forest on a frosty sunny day!

The most popular summer sports are swimming, **cycling**, and **sailing**. It's so wonderful to breathe in the fresh air and enjoy nature!

Children like to attend sports clubs and train in the gym. **Athletics** and **gymnastics** **have great popularity** among girls. Boys go in for boxing, football, tennis, and basketball.



4. Read and complete the sentences.

1. People all over the world are fond of
2. The most popular winter sports are
3. The most popular summer sports are
4. Children all over the world like to play games.
5. have great popularity among girls.
6. Boys go in for

Conversation Lab

5. a) Work in pairs. Take turns to ask and answer the questions.

Example:

A: *Do you play any sports?*

B: *No, I don't. I have no free time. What about you?*

A: *Yes, I do. I play football. It's my favourite sport. I also like watching football matches on TV. My favourite football team is "Dynamo".*

| Questions | You | Your Friend |
|---|-----|-------------|
| <ul style="list-style-type: none"> • Do you play any sports? • Do you like quiet or noisy games? • How often do you play games? • Do you watch sports on TV? • What sports do you like to watch? | | |

b) Speak in class. Talk about your friend.

Example:

I have found out that Ivan plays football. He likes watching football matches on TV. His favourite football team is "Real Madrid".

6. a) Read, complete and write down the sentences. Use the adverbs: *slowly, well, hard, quickly, carefully, loudly.*

1. Paul rides his bike very One day he'll have an accident.
2. You have to train if you want to win the competition.
3. Rita plays tennis One day she'll be a champion.
4. The children were talking The coach asked them to be quiet.
5. Bill was very tired after his training and he walked home
6. You have made a lot of mistakes. You must listen to me

b) Make your own sentences with the adverbs in the list.

Lessons 2-3.

1. Look at the pictures and say what sports clubs children can attend in their school.



2. Listen to the boys talking about sports¹. Mark the sentences T (True) and F (False).

1. Steve goes in for tennis.
2. Steve joined the sports club last year.
3. Steve trains three days a week.
4. Dan is very busy. He can attend the sports club only at the weekend.
5. Steve invites Dan to a contest in March.
6. Dan can go to watch the contest.

¹ See Tapescript on page 221.

Learning Strategies: Email Messages

Email Messages

- are short messages sent from one person to another over the Internet
- have a specific purpose: to provide information, share ideas with others or entertain
- quickly deliver information to one person or to many people at the same time

3. a) Read Margaret's email to Graham and say what she reminds him about.

From:

To:

Subject:

Attached:

Dear Graham,

Mum asked me to remind you about the school meeting on Wednesday. We need you to attend it. They are going to discuss the plan for the school Sports Day. We want to organize a few sports competitions.

Please, come to the meeting on Wednesday, at 6 p.m.

Love,

Margaret.

b) Work in pairs. Take turns to ask and answer the questions.

1. Why do the children need to attend the meeting at school?
2. When does the meeting start?
3. Who must be present at the meeting?

4. Your school is organizing a sports competition. Write an email to your friend.

In your email:

- inform him / her about the upcoming sporting event;
- ask if your friend would like to take part in it;
- say that you are going to participate in the swimming competition.

Conversation Lab

5. Read, complete and act out the dialogue.

Alex: Hello, Steve? How are you?

Steve:..... .

Alex: I'm very tired. Today is my sports day. I go swimming in the morning and then play tennis in the afternoon.

Steve:..... .

Alex: Oh, really? I like sport a lot, too. My favourite sport is football. Do you train at the Sports Centre?

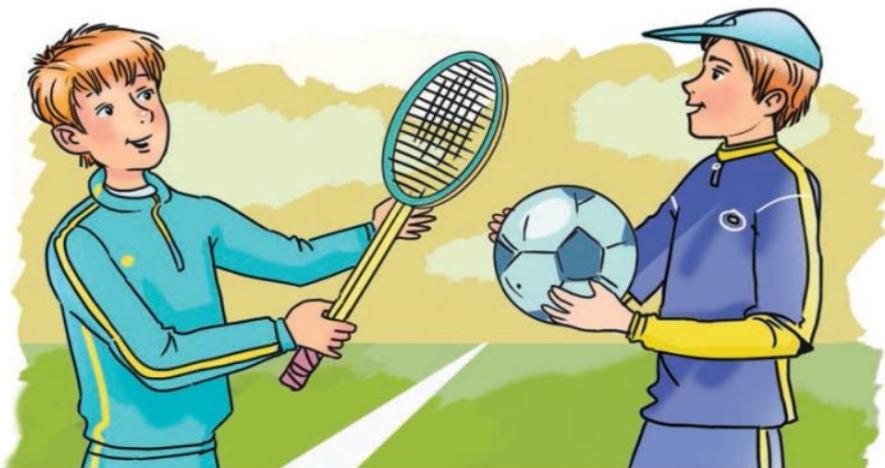
Steve:..... .

Alex: Are you in the school basketball team?

Steve:..... .

Alex: I like watching basketball on TV. Do you like watching sport on TV?

Steve:..... .



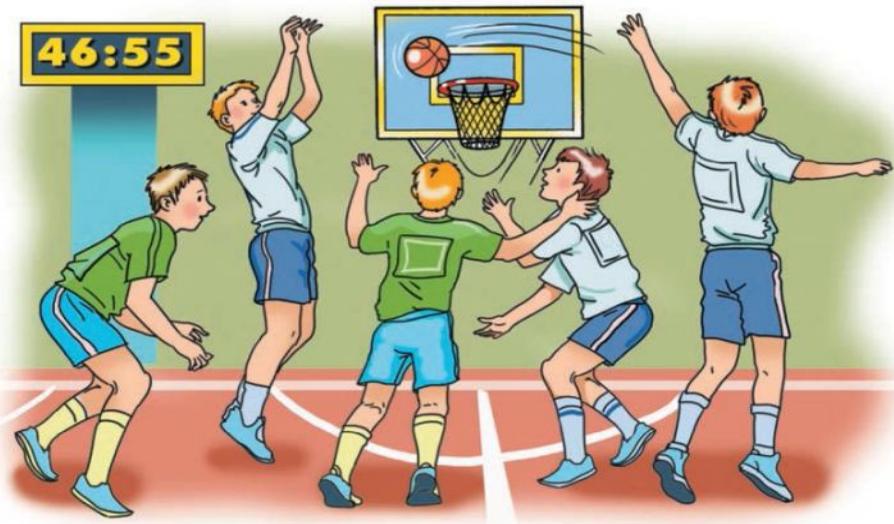
6. Read and complete the sentences. Fill in the necessary modal verbs in the questions. Match questions and answers.

1. When you ski?
2. Why not you ski two years ago?
3. When you go skiing in the mountains?
4. When you go skiing in the mountains with your friends?
5. What you say about yourself as a skier?

- a) I was able to go skiing in the mountains last year.
- b) I will be able to go to the mountains with my friends next year.
- c) I could ski when I was 7.
- d) I cannot say that I am a good skier.
- e) Two years ago I couldn't ski because I lived in a warm country.

7. Read and complete the text. Put the verbs in brackets into the correct tense form.

Tom and his schoolmates (1) (to play) a match against a team from another school. They usually (2) (to play) football, but today they (3) (to play) basketball. Tom (4) (to like) playing basketball very much. His team usually (5) (to wear) white T-shirts, but today they (6) (to wear) yellow T-shirts. Other children from their school (7) (to watch) the match. Tom's team usually (8) (to win) their matches because they (9) (to train) a lot. They (10) (to win) three Cup Finals in the previous three years. They (11) (to win) today, too.



Lessons 4-5.

1. Work in pairs. Talk with your friend about summer and winter sports. Use the questions below to help you.

1. What summer (winter) sports do you know?
2. What summer (winter) sports do you enjoy?
3. What games do children like to play?
4. What is your favourite sport or game?
5. Do you like to play games or do you like to watch them?
6. Why is sport so popular with children and grown-ups?



2. Look at the pictures. Talk about the children's favourite sports.

Example:

Andriy goes in for boxing. He attends the Sports Centre. He trains in the gym three times a week.



Andriy
boxing
the Sports
Centre
three times
a week



Maryna
swimming
a swimming
pool
twice a week



Oleksandr
to do karate
the Sports Club
twice a week



Yana
to play
badminton
the school gym
once a week

3. Read and act out the dialogue.

A: Have you ever played tennis in your life?

B: Yes, I have. I played tennis last summer.

A: Did you like it?

B: It was OK, but I didn't enjoy the weather very much! It was too hot!

A: Do you attend the tennis club now?

B: No, I don't, but I am going to join it.

4. Work in groups of four. Write a list of kinds of sport on a sheet of paper. One person thinks of a sport and the others have to guess which sport it is.

Example:

B: *Is it a team game?*

A: *No, it isn't.*

C: *Do you use a ball?*

A: *No, I don't.*

D: *Do you compete with others?*

A: *Yes, I do.*

B: *Is it a water sport?*

A: *Yes, it is.*

C: *Is it yachting?*

A: *Yes, it is. It is yachting.*

hockey
basketball
yachting
swimming
tennis

5. Speak in class. Use the table below to give advice to your classmates.

Example:

If you want to play football well, you should do exercise to stretch your legs.

| Advice | Why? |
|--|-------------------------|
| <i>Football:</i> to do exercise | to stretch legs |
| <i>Tennis:</i> to do exercise | to relax arms |
| <i>Have good sports results:</i> to eat healthy food | to give you energy |
| <i>Running:</i> wear comfortable shoes | not to injure your feet |

Conversation Lab

6. Read and act out the situations.

1. Say what sport (game) you enjoy most, why you are fond of it, which season is good for it, what kinds of games you can't play yet, but would like to learn.

2. Your friend took part in a school basketball competition yesterday. The team won the game. Ask your friend questions to know how long they trained to become the winners, where their trainings were held and who their coach was.

7. Write a paragraph for a school newspaper about your favourite kind of sport.

Examples:

A: *I think running is a wonderful sport. We can run all year round. We can run everywhere: in the yard, in the park, in the sportsground or at the stadium. We can go jogging in the morning and in the evening. Running makes us strong and healthy.*

Running is good exercise for everyone. It is popular with people of different ages. I started running two years ago. I train with my father every morning. It's fun!



B: *Basketball is my favourite sport. It is a team game. There are five players in each team. The objective is to shoot a ball through a basket of another team. The team with the most points at the end of the game wins. You can practise basketball in the gym or on the sportsground.*

Basketball is one of the world's most popular sports. Many basketball fans watch the games on TV.

Lesson 6.

1. Match the words with the pictures. Then listen and check.

- score a goal swim 100 metres win a cup ride a horse
 watch a cricket match climb a mountain go skiing
 run a race play badminton meet a sports star



2. Work in pairs. Ask and answer questions as in the example.

Example.

A: *Have you ever scored a goal?*

B: *No, I haven't.*

A: *Have you ever ridden a horse?*

B: *Yes, I have.*

3. Listen, read and act out the dialogue.

Dan: Hey, this looks fun. A sports questionnaire.

Jane: Oh, no! Not sport!

Dan: Go on, then. Ask me the questions.

Jane: OK. Have you ever scored a goal?

Dan: Yes, I have. For the school football team!

Jane: Have you ever swum 100 metres?

Dan: Yes, I have. In fact, I've swum 200 metres!

Jane: And have you ever won a medal?

Dan: No, I haven't. And I've never won a competition.

Jane: Have you ever climbed a mountain?

Dan: Me? Are you joking? I've never climbed a hill.

4. Work in pairs. Do the quiz from Dan's magazine. Answer short questions and add more information.

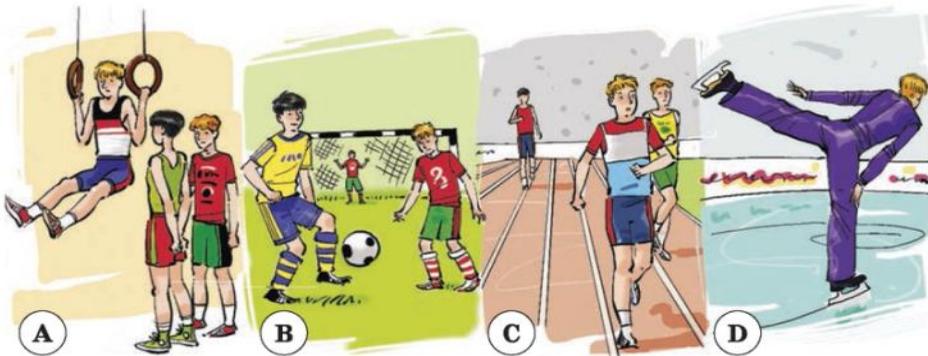
A: *Have you ever played badminton?*

B: *Yes, I have.*

5. Look at the pictures and say what the athletes or players are doing. Say what other sports or games we can watch and play in these places.

Example:

The boys are in the gym. They are doing gymnastics at the moment. They are training hard to be good sportsmen.



6. Read and complete the sentences. Put the verbs in brackets into the correct tense form.

- we (to have) a hard game yesterday?
- The field at this stadium (to be) very good.
- you ever (to be) to the Sports Palace?
- What kinds of sport the Greeks (to compete) in?
- The boy looks happy: he (to win) the sports competition.
- My classmates (to train) in the gym now.

Lesson 7.

1. Work in pairs. Discuss the statements. Add information.

Example:

A: *I think it's hard to become a famous sportsman. You have to train a lot. You must spend lots of hours a day in the gym or at the stadium.*

B: *In my opinion, it's very important to have a good coach, too.*

1. It's hard to become a famous sportsman.
2. It's better to watch sport than do / play it.
3. Sport helps people to make good friends.

2. Listen and read the text. Say why Melanie has become a basketball team member.

Backyard Basketball Superstar

By Monica Klein



Jeremy was the **captain**¹ of the basketball team, the Flyers. This **season**² they needed one more player for their team.

Jeremy's younger sister, Melanie, trained a lot for the **tryout**³. Soon Jeremy and Melanie were at home.

"I know Melanie, you are tired. I'll clean your room," said Jeremy.

"Will you?" said Melanie.

"Sure. And since you are so tired, you won't try out for the Flyers tomorrow."

“Don’t worry, Jeremy,” said Melanie. “I’ll play the best at the tryouts.”

The next morning many boys and girls tried out to **shoot the ball**⁴ into the basket. All the team members decided that Melanie was the best.

“**Welcome** to the Flyers, Melanie! You can run fast, jump high and really throw a basketball,” they said.

Jeremy smiled. He was proud of his sister.



¹ A captain – капітан (команди).

² A season – *тут*: спортивний сезон.

³ A tryout – відбір гравців.

⁴ To shoot the ball – *тут*: кидати м'яч.

3. Agree or disagree with the statements below.

1. Jeremy had a younger brother.
2. Melanie wanted to join the basketball team.
3. Melanie was tired after the training and asked Jeremy to clean her room.
4. Jeremy's sister was the worst player at the tryout.
5. Jeremy welcomed Melanie into his team.

Grammar Lab: Modal Verbs

| Present | Past |
|----------------------------------|--|
| Can = to be able to do something | Could = was, were able to do something |
| Must / Have to | Had to |

4. Work in pairs. Read, complete and act out the dialogues.

1. –?
– I'll be able to skate with Ben after lunch.
2. –?
– Oh, yes. I am sure Ann can jump very well.
3. –?
– They couldn't win that game, because they didn't train well.
4. –?
– We had to wait for our turn for two hours.

5. Read and complete the sentences. Fill in the modal verbs in the correct tense form. There are positive and negative sentences.

1. I take part in the contest tomorrow?
2. I swim a year ago, but now I
3. Their son walk when he was one year old.
4. You train hard if you want to win the competition.
5. I have broken my leg and miss my trainings.
6. They go to the basketball competition yesterday.
7. Sue practise a lot. She hasn't attended the sports club during the last week.

6. Write your own sports story for a school newspaper. Use Ex. 2 as an example.

Lesson 8. Grammar Revision

1. Work in pairs. Ask your friend:

- what his / her favourite sport is;
- what sport he / she is good at;
- what sport he / she would like to be good at;
- where he / she usually plays sports;
- if he / she likes to watch sports on TV or at the stadium.

2. Work in pairs. Read and say what the children enjoy doing in these situations.

Example:

A: *Dan is at the school stadium. What does he enjoy doing there?*

B: *He enjoys playing football with his friends.*

1. The school playground is always full of boys and girls. What do they enjoy doing there?
2. We have got a new stadium in our town. What will the children enjoy doing there?
3. There is a skating rink in the Sports Centre. What do the girls enjoy doing there?
4. Your father is going to attend a football match. What is he going to enjoy doing there?

3. Look at Shannon's notes. Make sentences as in the example.

Example:

Shannon goes jogging every morning.

to go jogging
to play tennis
to go skiing
to do gymnastics
to go swimming

every morning
three times a week
once a month in winter
twice a week
every weekend in summer

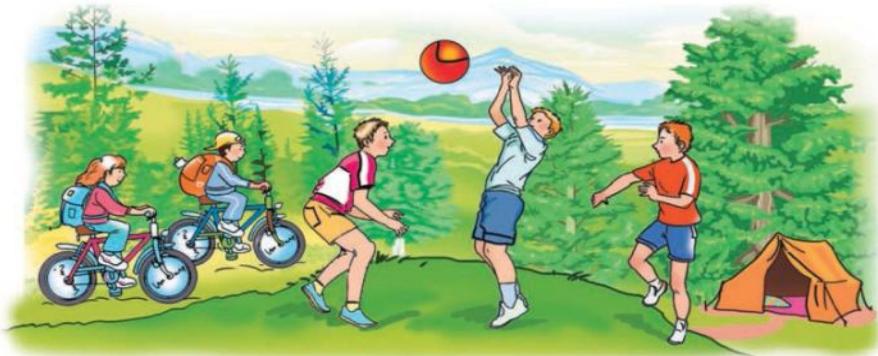


Conversation Lab

4. Read and act out the situation.

You are in the youth camp. Talk about your favourite kind of sport. Say how often you train and where.

Answer your friends' questions.



5. Play a mime game.

Pupil A mimes one of the sports. The other pupils must guess and say what kinds of sport he/she goes in for.

Ask pupil A a question to get more information. Pupil A answers this question.

Example: *Pupil A mimes boating.*

One of the pupils: *You go in for boating. How often do you train?*

Pupil A: *I train three times a week.*



6. Put the words from the list into four categories.

Hockey, tennis, basketball, golf, boating, horse riding, swimming, table tennis, football, skateboarding, athletics, cycling, volleyball, karate, skating, skiing, running, boxing, wrestling.

| Water Sports | Adventure Sports | Ball Games | Other Individual Sports |
|--------------|------------------|------------|-------------------------|
| | | | |

Self-assessment

Think of your records. Decide how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> say what sports I like/dislike and explain why describe my favourite kind of sport talk about school sports activities and events get simple information on routine matters to do with free time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> understand simple routine exchanges in predictable everyday situations understand phrases and expressions related to sports activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> understand short, simple texts related to the topic identify specific information in simple written material such as email letters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> write an email about a school sporting event | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 5.

Travelling





In this unit you will:

- talk about travelling, means of transport and travel documents;
- read about travelling in London;
- listen to your friend talking about his / her travelling experience;
- write a story for a school magazine;
- learn about the modal verb *should*.

Lesson 1.

1. a) Look at the pictures and say how people can get from one place to another.

Example: *People can get from one place to another by plane.*



by plane



by train



by bus



by car



by ship



on foot

2. Work in pairs. Talk about different means of travelling. Use the words in the box given below.

• fast • slow • cheap • expensive •

Example:

A: *I think travelling by train is slower than by plane.*

B: *I agree with you. Travelling by plane is the fastest way of travelling.*

3. Read and complete the text with the missing parts (A-F).

People are fond of travelling. They can travel by plane or train, (1), by ship or (2)

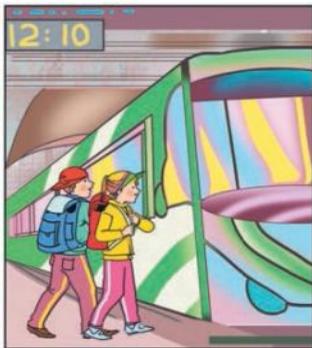
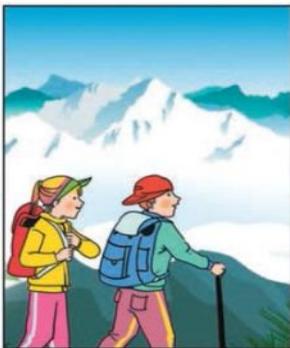
Large ships, modern aeroplanes and comfortable trains carry passengers (3) to another. Railway stations and airports are always busy places in summer and (4)

People pack their luggage into their suitcases, bags or rucksacks. They hurry to visit their relatives or friends.

Travelling is very pleasant and interesting. We go sightseeing (5) and visit well-known cathedrals, museums, theatres and cinemas. We enjoy nature and learn more about (6)

Travel broadens the mind!

- A in different cities
- B by car or bus
- C people's traditions
- D on foot
- E on holidays
- F from one place



4. Work in pairs. Ask and answer the questions.

1. Why do people travel?
2. What are the most popular means of travelling?
3. Where do people pack their luggage?
4. What do people learn about while travelling?

5. Play a game. Look at the pictures in Ex. 1, p. 61. Choose one means of transport. Don't name it. Tell your classmates a sentence about it. Let them guess what it is.

Example:

It is a very comfortable way of travelling. It's very fast. You don't have to carry your luggage with you. Etc.

6. Write a paragraph about your favourite means of travelling. Use the questions given below to help you.

- Do you like to travel?
- What means of travelling do you like best of all?
- When was the last time you travelled?
- Did you enjoy your travels? Why?

Lesson 2.

1. Look at the pictures and say how they travel around the city and how much time it takes them to get there.

Example:

Ann goes to school by bus. It takes her 20 minutes to get there.



- Ann / school / by bus / 20 minutes
- Miss Alison / the theatre / by underground / half an hour
- Mr Parker / the hospital / by car / 40 minutes
- Jim / by bike

2. Work in pairs. Ask and answer the questions as in the example. Use the words from the box given below.

Example.

A: *Can I ask you a few questions, please?*

B: *Sure.*

A: *How do you get to school?*

B: *By underground.*

A: *And your best friend?*

B: *He goes to school on foot.*

A: *And one last question – how long does it take you to get there?*

B: *It takes me nearly half an hour to get there.*

• school • the Zoo • a museum • a square • a market place
• a supermarket •

3. You and your classmates are planning a trip to London.

a) Work in groups. Study the word combinations in the box on page 99. Take turns to share your ideas about this trip. Agree or disagree.

- meet children of your age • use the language • go sightseeing
- eat different food • learn about a different culture
- buy souvenirs • make new friends •

Example.

A: *When I travel to London, I can meet children of my age and make new friends.*

B: *That's right, you can also go sightseeing a lot.*

4. Read what Ann thinks about going on a trip to another country.

Travelling somewhere is a good idea. We can learn about a different culture and meet new friends. We can use English in real situations.

It's important to be ready for a trip. My parents try to find some information about the country we are going to. We read about the country's famous places, people and culture.

But sometimes there are some negative things. For example, the weather is rainy. It's not always pleasant to walk under the rain! I also have to buy souvenirs for my relatives and friends. It's difficult for me!

But, anyway, travelling is a great experience. You can find new friends and get new skills.



5. Agree or disagree.

1. Ann always worries about the coming trip.
2. Ann tries to know something about the country she's going to visit.
3. Ann thinks that travelling is a good way to meet new faces.
4. Ann says that while travelling you can learn new life skills.

6. Tell your classmates about the main advantages of going to another country. Use Ex. 3 as a model. Start like this:

Nowadays many students go on school trips. They visit the towns and cities around Ukraine and some are lucky to go to another country. Etc.

7. Write a paragraph for a school English language magazine. Include the following:

- inform the readers about the next school trip;
- say how you are going to travel;
- write what places you are going to visit.

Lesson 3.

1. Look at the pictures and talk about them as in the example. Use the adjectives in the box and add a suitable adverb like *much* / *a lot* / *less* / *not much*.

Example: *Travelling by plane / travelling by train / fast. – Travelling by plane is much faster than travelling by train.*

• fast • comfortable • easy • exciting • difficult •



travelling by plane



travelling by train



travelling by bus



travelling by ship



travelling by car



going on foot

2. Listen and read. Say who went to another country: Ann or Dan.

Ann: I remember my first trip to my grandmother. We went there by car. It took us two hours to get there. I am the first grandchild of my family, so we try to visit her as often as possible. I always take some of my favourite books for a ride.

Dan: I enjoy travelling with my parents. They always plan our holidays very well. Two years ago I had my first trip abroad. We went to Egypt. It was my first trip by aeroplane, and I liked it a lot. The flight lasted for four hours. I watched TV and had a rest during the trip. We stayed in a lovely hotel. I rode a camel and dived with an aqualung. That was fantastic!

3. Work in pairs. Ask and answer the questions.

1. Who had the shortest journey?
2. Who regularly visits his / her relatives?
3. Who had a chance to relax while travelling?
4. Who usually takes some books for a ride?
5. Who visited a far away country?
6. Who liked diving with an aqualung?

Conversation Lab

4. Read and act out a situation.

You're talking with your English-speaking friend Jane. She is sharing with you her memories about her family trips. Listen and ask questions to get more information.

Jane: *I remember our family road trips. We had them almost every summer. We went to Brighton to visit our Aunt Emily and Uncle George. It took us more than four hours to get there. When we travelled, my mum usually drove. I sat in the back passenger seat with my suitcase. It was full of different things. I met my friends. We had a lot of fun at the seaside.*

Example:

Did you stay with your aunt for a month?

Did you have any cousins there?

5. Write a short story about the best trip you ever had. Use the questions given below to help you.

- Where did you go?
- Who did you go there with?
- What means of transport did you use?
- How long were you there?
- Did you like your trip or not? Why?

Lesson 4.

1. Look at the pictures given below and say which items:

... are perfect in cold weather?

... are good to wear when it is hot and sunny?

... are perfect for the beach?

... can you wear in winter / in summer?



shorts

gloves

boots

a blouse



sandals

a dress

a hat

a swimsuit



jeans

a T-shirt

a skirt

a sweater

2. Look at the photo on page 103. Answer the questions given below.

- What can you see?
- Where are the people?
- What are they doing?



3. Ann and her mum are getting ready to go to Cracow. Read and listen to the dialogue. Say what things they have mentioned in their conversation.

- | | | | |
|---|----------------------------------|--|---|
| <input type="checkbox"/> means of transport | <input type="checkbox"/> weather | <input type="checkbox"/> the tickets | <input type="checkbox"/> activities to do |
| <input type="checkbox"/> clothes | <input type="checkbox"/> books | <input type="checkbox"/> money | |
| <input type="checkbox"/> food | <input type="checkbox"/> a hotel | <input type="checkbox"/> time for a trip | |

Ann: Mum, are you going to take trainers?

Mum: Yes, I've already packed them.

Ann: Should I take my new shoes?

Mum: No, you shouldn't take too much luggage. You'd better take your walking shoes! We're going to do a lot of sightseeing.

Ann: OK.

(In a few minutes.)

Ann: Mum, we haven't written the luggage labels yet. Should I do that?

Mum: Sure. I need to find our plane tickets and our passports, too.

Ann: Here they are. On the table.

Mum: OK. I'll put them in my hand luggage.

4. Answer the questions.

1. Where are Mum and Ann going?
2. Does Ann know anything about the coming trip?
3. Have they packed their luggage yet?
4. Have they written the luggage labels yet?
5. Where will Mum put their plane tickets and passports?

Grammar Lab: Using *should*

Should means "This is a good idea. This is a good piece of advice."

We use the simple form of a verb after **should**:

You should take warm clothes with you.

Negative: **should not = shouldn't**:

You shouldn't take so much luggage with you. The trip is not long.

5. Read and give some advice to the children. Use *should*.

I like to travel a lot. When I am on holidays I try to visit places I have never been before. What should I do to get the most of my trip?

Travelling always means adventures and new experience. What should I do if I get lost in a new city?

When you are on holidays, time always flies so quickly! What should I do to prepare for my trip well?



6. Complete the sentences with *should* or *shouldn't*. Write them down.

1. Your plane leaves at 10.00. You (to get) to the airport by 8.00.
2. When you go to London, you (to visit) Westminster Abbey.
3. You (to waste) your money on things you don't need.
4. If you travel by underground in London, you (to remember) to press the button on the door to open it.
5. You (to walk) alone in a new city. You can easily get lost.
6. You (to keep) an eye on your personal belongings. Someone can steal them.

7. Your English-speaking friend is coming to Ukraine in spring. Write an email to him / her. In your email:

- say that you are glad that he / she is coming soon;
- say what clothes he / she should take with him / her;
- write what places you are going to visit.

Lesson 5.

1. Listen and repeat. Match the pictures to the definitions given below.



a travel document



a passport



a return ticket



a single ticket



a bus pass



a token

- An official document with a photograph and some personal information which a child must have while travelling;
- in the UK, a ticket for travel to a place and then back again;
- a document which gives you the right to travel on a public bus;
- an official document with a photograph and some personal information for a citizen of any country travelling abroad;
- a thing that you need to travel by underground;
- a small piece of paper or a card given to a passenger to show that they have paid for one journey.

2. Read and complete the sentences. Use the words from Ex. 1.

1. While travelling by underground in Kyiv, you should buy It costs two hryvnias.
2. It's better to buy a weekly It'll be cheaper to travel by bus then.
3. May I have a return to Birmingham, please?
4. Mum, have you seen my travel? – Here it is, in your handbag.
5. There's no need to buy I don't know how long I'll stay there.
6. You should buy if you want to save some money on train trips.

3. a) Listen and match the dialogues (1–4) to the pictures (A–D).

b) Work in pairs. Act out similar dialogues.



1.

A: I think the quickest way to get there is by underground.

B: You're quite right. Let's buy two tokens then.

A: Oh no! There is a queue there.

B: We can buy tokens from the token machine.

A: Great!

2.

A: One single to Trafalgar Square, please.

B: One pound fifty, please.

A: Here you are.

B: Your ticket and your change, please.

A: Thank you.

3.

Assistant: Next please.

Mrs Parker: Hi. How much is a ticket to Leeds?

Assistant: Return or single?

Mrs Parker: Return, please.

Assistant: Let me see. That's £42.00.

Mrs Parker: And what time is the next train?

Assistant: The next train is at half past three.

Mrs Parker: OK, I'd like two return tickets to Leeds, please – one for adult and one for a child.

Assistant: That's £72.00.

Mrs Parker: Here you are.

Assistant: Here's your change and tickets. Have a nice journey.

Mrs Parker: Thanks.

4.

A: Fares, please!

B: Two tickets, please.

A: That's three hryvnias.

B: Here you are.

A: Do you want me to punch your tickets?

B: Yes, please.

A: Your tickets and your change.

B: Thank you.

4. Work in groups. Read the Internet pages. Answer the questions given below.

1. What means of transport is this webpage for?
2. Which kind of information can you get from this webpage?
3. How long is the journey time?
4. Which details do you need to know?

Group A.

London to Oxford by Bus – 100 minutes



The bus service between London and Oxford is excellent. Buses run up to every 10 minutes, 24 hours a day. The journey time is 100 minutes.

Buses to Oxford run from Victoria Coach Station Gate 10, and Buckingham Palace Road outside Victoria Station. They arrive at Gloucester Green Station. They also stop at other locations on the way into Oxford.

You can book a return fare for just 1.50 GBP each way. Book in advance to get cheap fares.

Group B.

London to Oxford by Train - 60 minutes



There is a regular train service from London to Oxford. The trains run from 6:00 am to midnight during the week. The journey time from London to Oxford is normally 60 minutes for direct services. Trains from London to Oxford run from Paddington Station. The train arrives at Oxford Station. It is a five minute walk to Oxford City centre.

You can travel from London to Oxford for just 4 GBP one way if you book in advance online.

You will have to pay 18 GBP if you buy your ticket at the station on the day of your trip.

5. Speak in class. Share the information you've read with your classmates. Answer your friends' questions.

Conversation Lab

6. Say what documents and tickets you should have / buy when:

- you are travelling by bus;
- you are travelling by underground;
- you are travelling with your parents by plane;
- you are travelling by taxi;
- you are travelling by train.

7. Put the verbs in brackets into the correct form. Write.

Since ancient times people (1) (to dream) of flying in the sky. At first people (2) flew in a hot air balloon, and it (3) (to be) a great victory. In the 20th century aeroplanes (4) (to appear). The first aeroplanes were small and (5) (can / not / to fly) very far. Nowadays the engineers (6) (to make) very big planes. They (7) (can / to fly) a long distance and (8) (to carry) passengers from one city to another and from one country to another. And it (9) (not / to take) them much time. Travelling to England, for example, (10) (to last) for three and a half hours and you can reach the USA in ten hours.

People who travel by plane (11) (to arrive) at the airport. A traveller has to come two hours earlier to the airport if he (12) (not / to want) to miss the plane, and to get everything ready on time.

Lesson 6.

1. Look at the photos. Answer the questions.



1. Have you ever travelled by train?
2. Where did you go?
3. Who did you go with?
4. Did you like your trip?

2. Listen, read and act out the dialogue.

Molly: How are we going to travel, Mum?

Mrs Parker: We are going to travel by train.

Molly: And where do the trains stop?

Mrs Parker: They stop at the railway stations. Hurry up, Molly! We must get there in time before the train starts. If we are late, we can miss the train. All the passengers must take their seats in time.

Molly: Can I have a seat by the window?

Mrs Parker: Sure.



3. Ask and answer the questions.

1. Where do the trains stop?
2. Why do the passengers usually hurry up?
3. What happens to a person who is late for the train?
4. When must the passengers take their seats?
5. Have you ever travelled by train?
6. What did you like about your trip?

Conversation Lab

4. Work in two groups. Have a class discussion. Talk about pros and cons of travelling by train. Use the table given below.

Example:

Group A: *Travelling by train is the most comfortable means of travelling.*

Group B: *Travelling by train is very slow.*

| Group A: <i>For</i> | Group B: <i>Against</i> |
|---|---|
| <ol style="list-style-type: none"> 1. We can go by train in any weather. 2. We can travel comfortably in a sleeping-car. 3. It is easy to get to the railway station. 4. | <ol style="list-style-type: none"> 1. The trip is very long. 2. The speed is not fast. 3. Sometimes the tracks are bad. 4. |

5. Read and complete the sentences. Use the words from the box given below.

• travel • slower • could • read • dining-car • fields
• compartment • summer •

Travelling by train is (1) than by plane. But Mary likes to (2) by train. She went to her grandmother by train last (3) Her train was comfortable with a (4) She (5) see beautiful (6) and forests through the (7) window and she (8) books.



6. Write about your travels by train. Use the words: *to go for a trip, a fast train, a slow train, to make new friends, a sleeping-car, a dining-car, to look through the window, to read books.*



Lesson 7.

1. Listen and repeat. Compare the things in the photos with the ones in Ukraine. Are they the same or different? What differences are there?

Example.

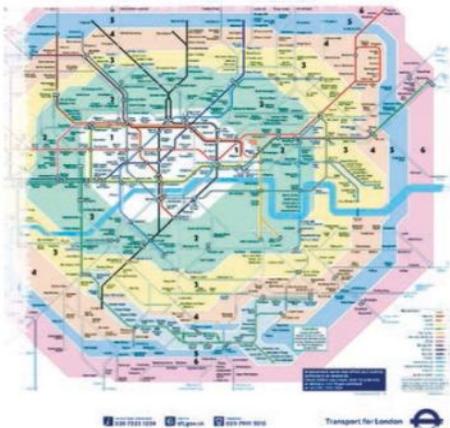
The bus stops are similar in the UK and in Ukraine. But I think that the streets are much cleaner in London.



a bus stop



a noticeboard



the underground map



a ticket machine

Reading Lab: Jigsaw Reading

2. Work in two groups. Read one of the texts from a guidebook and take notes to answer the questions. Then share the information with another group.
1. What is special about this means of transport in London?
 2. How do you know where this means of transport goes?
 3. Where can you buy a ticket?
 4. What surprised you most about this means of transport?



Group A. London Buses

If you are on holiday in London: travel by bus. London buses are called double-deckers. They have a bus driver and sometimes a conductor. Look at the sign on the front, on the side or on the back of the bus to know where the bus is going. Read the noticeboard at the bus stop to know the stops on the bus route.



When you get on the bus, show your bus pass to the driver or buy a ticket from him. Keep it till the end of your trip!

Group B. London Underground (Tube)

You can get to most places in London very quickly by underground (Tube). There are many lines on the London Underground. So it's better to get an underground map when you get into an underground station. All the lines are of different colours on the map. Buy a ticket from the ticket office at the underground station, or from a ticket machine. Keep the ticket till the end of your journey!



3. Work in pairs. Take turns to ask and answer the questions.

1. How should you travel around London? Why?
2. What is unusual about travelling on London buses?
3. What is the underground? What do you know about travelling by this means of transport?

4. Read and choose the correct item.

1. Look at the sign on the front, the side or the back of the bus to find out
A when to get off
B where the bus is going
C how much the ticket is
2. When you the bus, the bus driver says, "Fares, please."
A get on B get off C get on
3. You can get to most places in London very quickly
A by underground (Tube) B on foot C by bus
4. on the underground different colours on the map.
A Some of the lines
B Two of the lines
C All the lines

Conversation Lab: A Monologue

5. Speak in class. Read and act out one of the situations.

1. You are in London for the first time. You want to see the city. What means of transport will you choose and why?
2. You were at a summer language school in London. Tell your classmates how you travelled in the morning and went home in the afternoon.

6. Complete the sentences with *too*, *to* or *two*. Write.

1. Our class is going the railway station.
2. When we get back school, we will draw pictures of aeroplanes.
3. John likes travelling by bike and by car,
4. The train leaves / arrives at o'clock.
5. We want show these photos our friends.
6. It takes much time get there on foot.
7. You can get most places in London by Tube.

Lesson 8. Grammar Revision

1. Look at the pictures and write sentences as in the example.

Example:

This is the first time our class has travelled to another city.



A



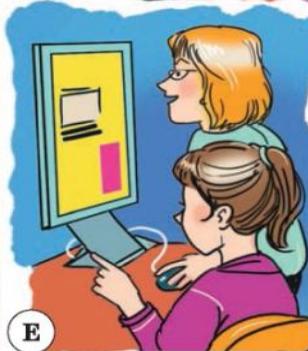
B



C



D



E



F

2. Work in pairs and act out the situation. Use the prompts of the questions and the words in the box on page 116.

Pupil A was on a tour in one of the cities in Ukraine. He / She talks about his / her trip.

Pupil B asks him / her questions.

Questions:

How did you find ?

How did you like ?

What did you think of ?

What was like?

What about ?

How did you spend ?

Where did you ?

What did you ?

- interesting • exciting • amusing • tiring • boring
- useful • wonderful •

3. Write about your friend's trip. Use the answers from Ex. 2 on page 115.

Conversation Lab

4. Work in pairs. Talk with your friend. Then work in groups of four and share your answers.

1. What information can you get from ...
 - a guidebook?
 - a map?
 - the Internet?
2. Why is it good to know ...
 - a foreign language?
 - the cultural differences?
 - what the weather is going to be like?
3. Which is better ...
 - to travel with a family or with a friend?
 - to travel around your native country or visit another country?
 - to travel with a group of classmates or with a group of new peers?

5. Complete the text with the correct forms of the verbs given in brackets.

Next weekend we are going to Lviv with my family. We (1) (not / to go) by car because there (2) (to be) too much traffic in big cities. We (3) (not / to go) by train because it (4) (to take) much time. Besides, there (5) (to be) no return tickets for the dates we asked. My father (6) (already / to buy) plane tickets. This is the first time I (7) (to travel) by air. I'm really excited.

I (8) (already / to write) the list of things I'm going to take with me. I (9) (to take) much luggage because it's summer, and the days are nice and warm. I think I (10) (to take) my umbrella in case it rains.

My mum (11) (not / to pack) our suitcases yet. She is going to do that tomorrow, and I'll help her. I (12) (always / to do) that when we go on a family trip. We have already decided which

places we would like to visit.

I'm sure we'll have a wonderful time together.



Self-assessment

Think of your records. Decide how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none">describe my travelling experienceget simple information about travel, use of public transport, travel documentsask for and give some pieces of advicebuy tickets and prepare for a trip | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">catch the main point in short, clear, simple messagesunderstand enough to keep conversation goingunderstand phrases and expressions related to travelling and transport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">identify specific information found on the Internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">write a short story for a school magazine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Unit 6.
Great Britain: London



In this unit you will:

- **talk** about places to visit in London;
- **read** about the Tower of London and other sights;
- **listen** to a dialogue “Planning an Excursion”;
- **write** a letter about a trip to London;
- **learn** about comparisons with *as ... as / not as ... as*.

Lessons 1-2.

1. a) Listen and repeat. Which of these places have you read about?

- Trafalgar Square • Tower Bridge • Buckingham Palace
- St. Paul's Cathedral • Nelson's Column • the London Eye
- the Globe Theatre • the Houses of Parliament and Big Ben
- Madame Tussauds Museum •

b) Look at the photos. Which is a palace? a bridge? a cathedral? a theatre? a park? Match them to the list of landmarks in Ex. 1a. Where can you see these places of interest?

Example.

There is a bridge in Photo 1. There are no other bridges in the photos. I think it's Tower Bridge.



2. Listen and read. Which of the places in Ex. 1 on page 120 have the children mentioned in their stories?

Jane: Hello! I'm Jane. I was born in London, the capital of the UK. It is also the capital of England. My native city is beautiful. It is full of cinemas, theatres, museums and art galleries. Tourists come here to visit Buckingham Palace, St. Paul's Cathedral, Tower Bridge and many other places of interest.



Tom: Hi! I'm Tom. I'm in London with my family. It's a great city with beautiful parks and gardens. We have been to Regent's Park recently. It is in the northern part of the city. This is the place where London Zoo is. People can also play sports here: tennis, netball, athletics, cricket, softball, football and rugby. In addition, there are three playgrounds for children, each with an attendant, and there is boating on the main lake.



3. Ask and answer the questions.

1. Where are the children?
2. What are they doing there?
3. Which places of interest have they visited?

4. Close your books. Listen to the children again. Say three things you remember about London.

5. Read and complete the sentences. Use the adjectives from the box given below.

• exciting • lovely • wonderful • interesting • amazing
• historical • beautiful • nice • famous •

1. London is for its parks and gardens.
2. You can learn many things while visiting places of interest in London.
3. Madame Tussauds Museum can tell you a lot of stories about the people of the UK.
4. There are many tours around London. The best way to travel is by double-decker.
5. You can spend a few days in London. Your time there will be full of trips and impressions.
6. We were in London last summer. We had a lot of excursions and a boat trip along the Thames River. We saw Big Ben.

6. Read and act out the situation.

Pupil A. You are in London. Now you're talking with your friend via Skype. Read your role card and be ready to answer the questions.

You're in London for a week. You're interested in history, so you want to see famous museums.

You have been to the Tower of London and had a walk along Tower Bridge.

You have seen Nelson's Column in Trafalgar Square.

You're going to Madame Tussauds Museum tomorrow. You want to take photos with the British kings and queens.

Pupil B: One of your friends is in London now. You're talking with him / her via Skype. Ask questions to get more information about his / her trip.

7. Write sentences about the places in Ex. 1 on page 120. Use the adjectives and the examples given below.

Examples.

A: *Tower Bridge is in London. It is a busy and vital crossing of the Thames River. It is the only Thames bridge which opens. You can have a nice walk along it. You can also enjoy the view of the city from it.*

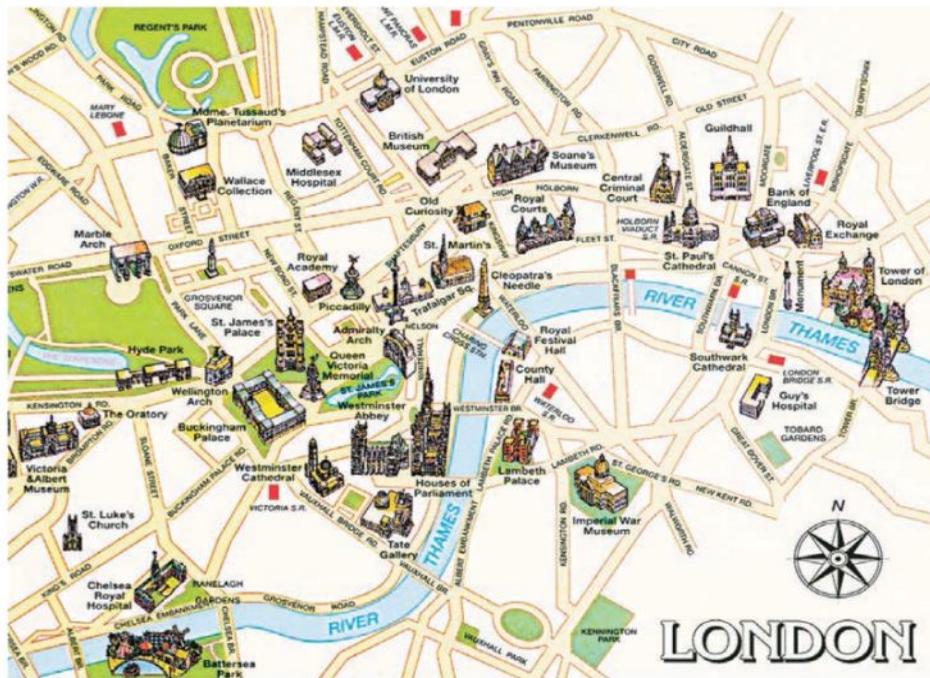
B: *Big Ben is the name of the clock in the clock tower of the Houses of Parliament. It weights more than 14 tons. It is a famous symbol of London.*



Lessons 3-4.

1. Work on your own. Listen, read and find the places on the map.

- the River Thames
- the National Gallery
- the Houses of Parliament
- Westminster Abbey
- the British Museum
- Trafalgar Square



2. Work in groups. Play a game. A leader says two or three sentences about one of the places on the map. The others must guess what place it is.

Example:

A leader: *This is a bridge across the Thames River. It is behind the Houses of Parliament.*

Student: *It's Westminster Bridge.*

3. Work in pairs. Talk with your friend about the places you would like to visit in London.

Example:

A: *I think London is a fantastic city. Those who are fond of history can visit the Tower of London and Madame Tussauds Museum. Those who are interested in art can go to the National Gallery. Personally, I would like to have a ride on the London Eye.*

B: *London is the city where ancient and modern live side by side. I would like to have a boat tour along the Thames River. It is exciting!*



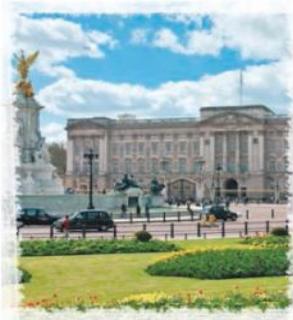
4. Read the text and match the paragraphs (1–3) with the headings (A–C).

- A Buckingham Palace
- B St. Paul's Cathedral
- C Westminster Abbey

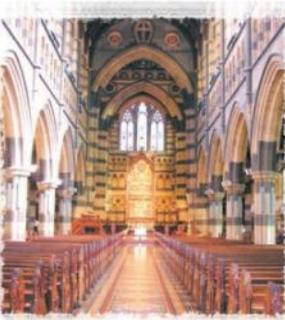
1. It is a royal church. It is more than 900 years old. It is situated not far from the Houses of Parliament. It was founded in 1050 as a monastery, but later it was rebuilt. There are tombs of nearly all the kings and queens of Britain there. The Abbey is the symbol of English traditions. One of the treasures of the Abbey is the ancient Coronation Chair.

2. This cathedral is the most famous of all English architecture. It dates back to the 17th century. It has the second largest ring of bells in the world. Inside the cathedral you can see many monuments to generals and admirals. The cathedral is famous for its Whispering Gallery.

3. The palace is the official London residence of the Queen and her family. Above the State Entrance is the central balcony where the Royal Family appear on occasions of national holidays. The palace is like a small town with a police station, two post offices, a hospital, two sports clubs, a cinema and a swimming pool.



5. Work in pairs. Talk about the photos. Use the information from Ex. 3.



Conversation Lab

6. Work in pairs. Take turns to ask and answer the questions about the photos. Use the prepositions: *in the middle of*, *in front of*, *behind*, *on the left of*, *on the right of*.

Example:

A: Where is Nelson's Column?

B: It is *in the middle of* Trafalgar Square.

7. Look at the cards on page 126. Write which places of interest in London Peter is going to visit during his trip to Great Britain. Use the words: *to be going to*, *to have fun*, *to visit*.

Example:

On Monday he is going to take pictures in Trafalgar Square.

MONDAY



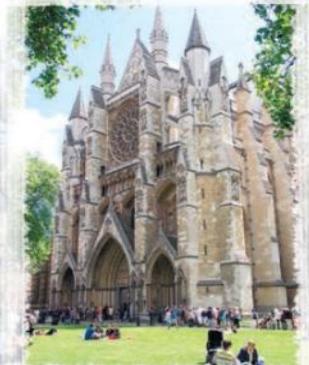
Trafalgar Square

TUESDAY



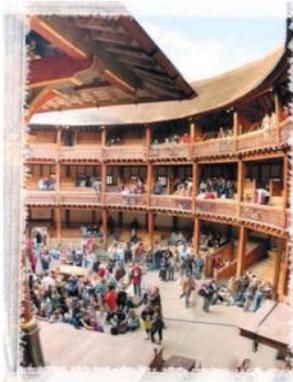
**The Houses of
Parliament**

WEDNESDAY



Westminster Abbey

THURSDAY



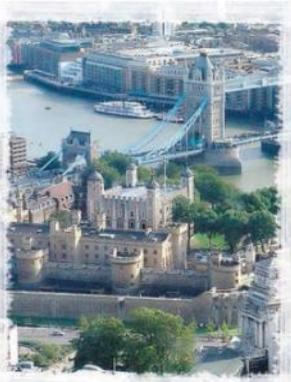
The Globe Theatre

FRIDAY



St. Paul's Cathedral

SATURDAY



The Tower of London

Lessons 5-6.

1. Work in pairs. Choose one of the photos. Take turns to ask and answer the questions about it. Use the information given below.

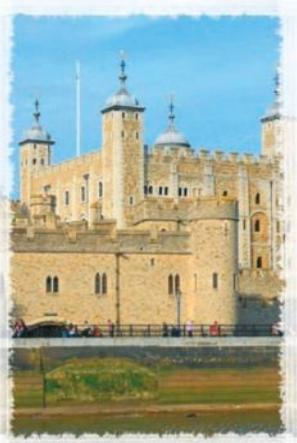
Example:

A: *Where is Madame Tussauds Museum?*

B: *It is in London. It is in Marylebone Road.*

A: *What exhibits can you see there?*

B: *There are*



➤ **The London Eye:** *Westminster Bridge Road, London*

To be designed by the British architects, to have a ride, to see the picturesque view of London, to admire the cityscape, to enjoy time with friends.

➤ **Madame Tussauds Waxworks Museum:** *Marylebone Road, London*

To display over 300 wax figures of historical and royal figures, film stars and sports stars, to take photos with famous people.

➤ **The Tower of London:** *Tower Hill, London*

To see the figures of armoured kings, to see the Crown Jewels, to discover interesting stories about the past, to see the black ravens, to talk to a Beefeater.

2. Listen and read. Which fact about the Tower of London do you find the most interesting?

The Tower of London



In the past the Tower of London served as a royal palace, a fortress and a prison. Today it is a wonderful museum.

Black ravens meet tourists there. They have lived here for centuries. The Raven Master takes care of the ravens. He gives them meat in the morning and in the evening. The old legend says that if the ravens are lost or fly away, the Crown will fall and Britain with it.

You can also see “Beefeaters” in their traditional Tudor uniforms in the Tower of London. They usually tell the visitors a lot of interesting things about the Tower of London.



3. Read and order the sentences according to the text of Ex. 2.

- You can also see “Beefeaters” in their traditional Tudor uniforms.
- Many kings lived in the Tower of London.
- The Raven Master takes care of the black ravens.
- Today the Tower of London is a wonderful museum.

4. Work in pairs. Ask and answer the questions to the missing parts of the sentences.

- gives the black ravens meat in the morning and in the evening.
- According to the legend will fall without ravens in it.
- Today the Tower of London is a wonderful
- lived in the Tower of London.

Grammar Lab: Comparisons with *as ... as / not as ... as*

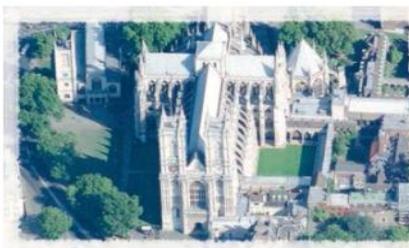
When we want to say that two people or things are the same, we use *as ... as ...*. In negations we use *not as ... as*.

5. Work in pairs. Look at the photos and talk about them.

Example.

Westminster Abbey is as popular among the tourists as St. Paul's Cathedral.

Steve hasn't taken as many photos of London as Alex.



Westminster Abbey



St. Paul's Cathedral

6. Write the sentences as in the example. Use *as ... as* or *not as ... as*.

Example:

The Houses of Parliament is beautiful. Buckingham Palace is beautiful too. – The Houses of Parliament is as beautiful as Buckingham Palace.

- The Houses of Parliament is beautiful. Buckingham Palace is beautiful, too.
- St. Paul's Cathedral is old. Westminster Abbey is older than St. Paul's Cathedral.
- Trafalgar Square is famous. Parliament Square is famous, too.
- Oxford is beautiful. London is more beautiful.
- Whitehall is crowded. Oxford Street is more crowded.
- London is a busy city. Kyiv is busy, too.

Lesson 7.

1. Read and match the words with the symbols.

- to turn right • to turn left • to go along • to come into
- to go round • to go out of • on the left • on the right •

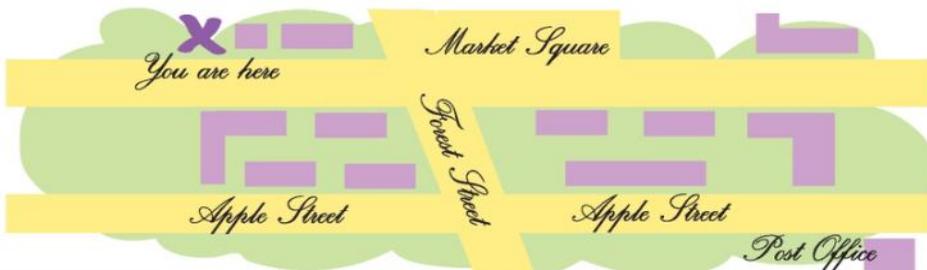


2. Work in pairs. Draw a plan of a street. Talk with your friend as in the example.

Example:

Kim: *Excuse me, sir. How can I get to the post office from here?*

A stranger: *Walk two blocks to Market Square. Then turn right in Forest Street. Go two more blocks to Apple Street, cross the street and go straight on. The post office is half-way down the street on the right-hand side.*



3. Listen and complete the dialogue with the questions from the box. Then act it out. There is one question that you don't need.

- A Are we going to stand in a queue to buy tickets?
B Shall I take my new camera with me?
C What are you talking about?
D What time do we have to meet at?
E Why do we have to meet so early?

The children are in London. They are talking about their visit to a museum.

Jane: Are you ready for tomorrow, Alex?

Alex: (1)

Jane: Don't you remember? We are going to Madame Tussauds Museum. It has wax models of famous people from all over the world.

Alex: (2)

Jane: We meet at the museum at nine o'clock.

Alex: Nine o'clock? I don't like to get up early. (3)

Jane: No, we are not. My parents have bought the tickets online.

Alex: Brilliant, Jane! (4)

Jane: Of course! You will have a photo of you with the British Queen!

Alex: That sounds great!



4. Read the sentences and tick J (Jane), A (Alex). Say who:

Jane

- | | |
|---|-------|
| reminds the friend about the plans for the weekend. | |
| doesn't like to get up early. | |
| tells the friend some information about the museum. | |
| will take a camera to the museum. | |
| has asked parents to buy the tickets. | |
| will take a photo with the British Queen. | |

Conversation Lab

5. Work in pairs. Talk with your friend about a place to visit. Discuss the questions:

- the day and the time;
- the tickets;
- the place to meet.

6. Read and complete Ann's letter to Jane. Put the words in brackets into the Past Simple Tense.

Dear Jane,

I (1) (to have) a wonderful trip to London last summer. It (2) (to be) fantastic! I (3) (to go) on an excursion to St. Paul's Cathedral. I (4) (to hear) my friend in the Whispering Gallery. He (5) (to be) 100 feet away!

I also (6) (to go) to Madame Tussauds Waxworks Museum. I (7) (to see) Madame Tussauds portrait. She (8) (to make) it before her death. Sometimes I (9) (to feel) uncomfortable in the company of wax models.

In the Globe Theatre I (10) (to discover) amazing facts about William Shakespeare.

Write me soon and tell me all your news.

Best wishes,

Ann.

Lesson 8. Grammar Revision

1. Read and complete the travel brochure with the word combinations from the box given below.

• the Tower of London • Buckingham Palace • the National Gallery
• Green Park • the London Eye • (Trafalgar) Square • the West End •

See all the **SIGHTS** of London with non-stop **BUS TOURS**

Do you like art? Well, visit in
Trafalgar

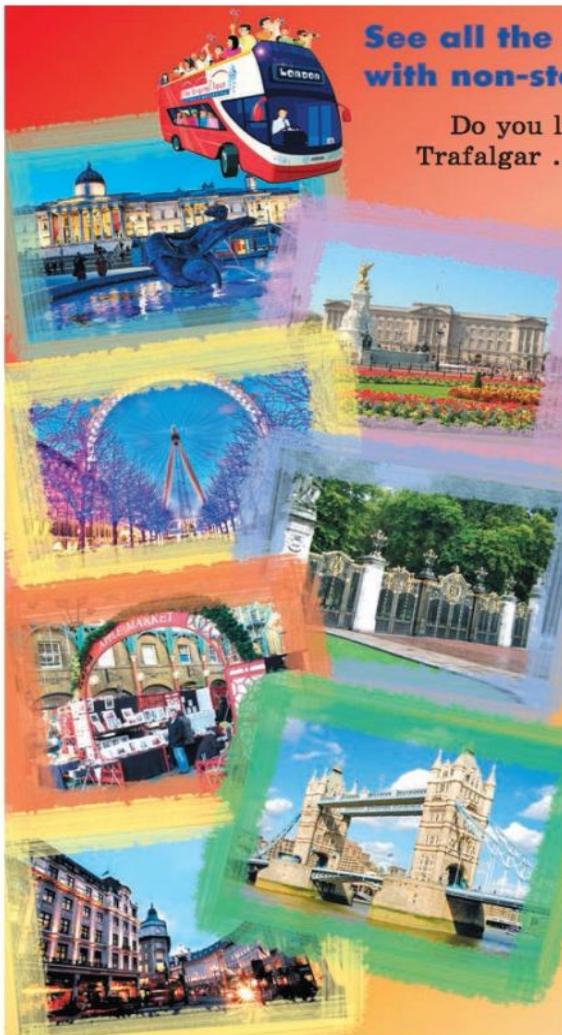
Next stop, This
is the home of the Queen
of England and her
family. You can visit the
Palace and also walk
around It's next to
the Palace.

For an amazing view
of London, take a ride on
..... . At 135 metres,
even Big Ben looks small!

Next stop, It's
got very long and interest-
ing history. Today it's
a museum and you can
visit some of the towers.
There is also a great
view of Tower Bridge.

Our last stop is
There are lots of theatres
and cinemas there.

**London is a great place
to have fun!**



2. Read and order the paragraphs to build a text.

The English Parks

A In March and April there are a lot of flowers in the parks. English people like roses, daffodils and tulips a lot. The rose is the symbol of England. The daffodil is the symbol of Wales.

B In Hyde Park, people like to sit on the grass or to read books on the benches under the trees. They also like to visit the beautiful rose garden there and go boating on the lake.

C There are many parks in London as well as in other cities and towns in England. The most famous London parks are Hyde Park, St. James's Park and Green Park.

D Green Park is a quiet place with a lot of beautiful trees. Green Park has no lakes, no buildings and few monuments. The only flowers are daffodils.

E In St. James's Park you can sit by the lake and watch swans, geese, ducks and other birds which live there.



Regent's Park



Green Park

3. Work in pairs. Take turns to ask and answer the questions about the text in Ex. 2.

1. Are there many parks in England?
2. What London parks do you know?
3. Why is spring a lovely season in England?
4. Are there many flowers in the English parks?
5. What do people like to do in Hyde Park?
6. What birds can you see on the lake in St. James's Park?

4. Work in pairs. Ask questions to get more information.

They have already visited London this year.

Conversation Lab

5. Read and complete the dialogue. Use the phrases: *Why don't we... , Shall we ... , How about... , Let's ...* .

Ann and Kim are in England. They are going to spend this weekend together. They are trying to decide what to do.

Ann: So, what (1) do this weekend? Have you got any ideas?

Kim: Let's go to a museum!

Ann: Museum? That's a good idea!

Kim: Which (2) visit?

Ann: (3) going to the British Museum? There are lots of good exhibitions there.

Kim: Yes, all right. (4) is fine with me. How (5) get there?

Ann: (6) go by underground?

Kim: (7) go by double-decker bus, we'll be able to see more of the city.

Ann: (8) go by (9) , then.

Kim: OK.

6. You're planning a trip to London. Write which places you would like to visit there.

Self-assessment

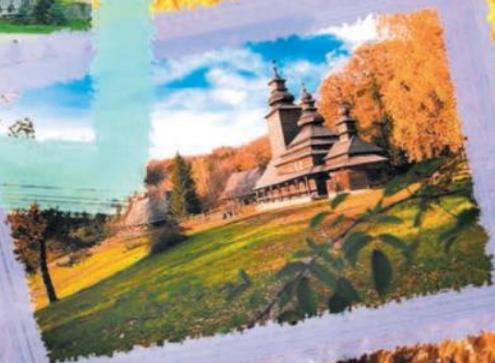
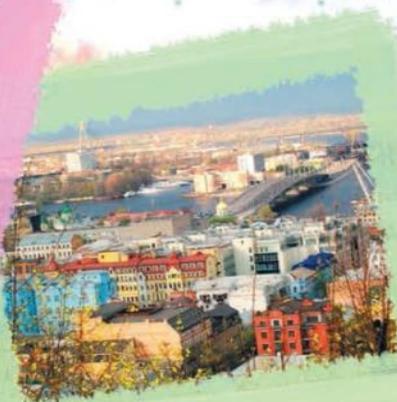
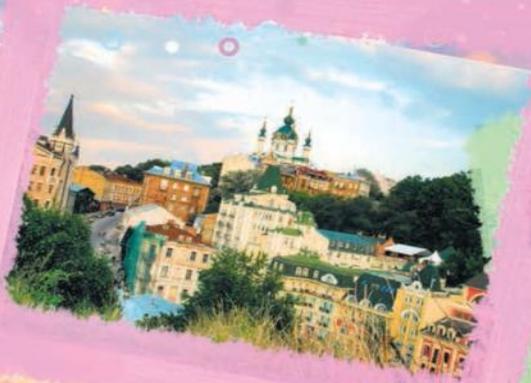
Think of your records. Decide how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> give a simple description or presentation of places to visit in London get simple information about the places of interest in London make brief statements about the historical sights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> catch the main point in short, clear, simple messages understand the essential information during a conversation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> identify specific information in simple written materials such as travel brochures describing places of interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> write a letter about a trip to London | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 7.

Ukraine: Kyiv





In this unit you will:

- talk about Kyiv, the capital of Ukraine;
- read about places to visit in Kyiv;
- listen to a guided tour;
- write a letter about the places you visited last summer;
- learn to ask for directions and give directions to others.

Lesson 1.

1. Look and say what you can see in these places.

Example:

There are many museums in Kyiv. My favourite place to go is the Museum of Zoology. I can see lots of animals there.



a museum / the Museum of Zoology



a theatre / the National Opera



a cinema



a square

2. Read and complete the text with the sentences (A–D) on page 139.

Kyiv

The capital of Ukraine is Kyiv. It is one of the most beautiful cities in the world. (1) More than three million people live there.

The streets of Kyiv are beautiful. They are lined with chestnut trees, lime trees and poplars. (2)

Kyiv is the political, economic, scientific, industrial and cultural centre of Ukraine. It has a lot of museums, art galleries, con-

cert halls, theatres and cinemas. (3) Kyiv is also famous for its attractive parks.

The city has a well-developed transport system. (4) There is also an underground, a railway station, an airport and a river port.

- A The chestnut tree is a symbol of Kyiv.
- B Many buses, minibuses, trolley-buses, trams and cars carry passengers around the city.
- C Kyiv is located on the picturesque banks of the Dnipro River.
- D They are very popular with tourists.



3. Work in pairs. Take turns to ask and answer the questions about Kyiv.

1. Where is Kyiv?
2. How many people live in the capital city?
3. Are the streets of Kyiv wide or narrow? What are they lined with?
4. What sights can people see in Kyiv?
5. Does Kyiv have a well-developed transport system or not?
6. How can you travel around the city?

4. Play a guessing game. Work in groups. Group A chooses a word from the text in Ex. 2 and explains it. Group B looks through the text and guesses which word it is.

Example:

Group A: *This is a kind of a tree. It is a symbol of Kyiv. The streets of the capital are lined with them.*

Group B: *It's a chestnut tree.*

Conversation Lab

5. Listen, read and act out the dialogue.

Ann: Hi, Kim! I haven't seen you for ages. How are you?

Kim: Hi, Ann! I'm fine. And what about you?

Ann: Just fine. Where are you going?

Kim: To the theatre. Will you come with me? The performance starts at one o'clock.

Ann: I'd love to, but I'm afraid I can't. I haven't seen my granny for about a month. We are going to visit her today.

Kim: Bye, then. Say "hi" to your granny for me. See you on Monday!

Ann: Bye-bye, Kim! Have fun!

6. Write the words in the correct order to make sentences.

Example:

and / nice / of / streets / wide / Kyiv / The / are / . -
The streets of Kyiv are wide and nice.

1. famous / is / Kyiv / its / parks / for / attractive / .
2. year / visit / Kyiv / people / every / A lot of / .
3. has / transport / city / well-developed / The / a / system / .
4. are / many / galleries / Kyiv / in / art / There / .
5. proud / capital / Ukrainians / of / are / their / .

Lessons 2-3.

1. a) Listen and repeat the names of places of interest in Kyiv.

- St. Sophia's Cathedral • Independence Square • the Kyiv-Pecherska Lavra • Khreshchatyk Street • Andriyivskiy Uzviz (Descent) • the Golden Gate • the House with Chimeras
- Mariyinskiy Palace • St. Andrew's Church •

b) Look at the photos on pages 140-141. Which is a square? a palace? a cathedral? a museum? Match the photos (1-9) to the list of landmarks given above.





2. Work in pairs. Talk about the photos to Ex. 1.

Examples.

1.

A: *Have you ever been to Kyiv?*

B: *Yes, I have. Which tourist attractions have you visited?*

A: *I have seen the Golden Gate and St. Sophia's Cathedral.*

2.

A: *Have you ever been to Kyiv?*

B: *No, I haven't. But I'd like to go there one day. I'd like to have a walk along Khreshchatykh Street and visit the Kyiv-Pecherska Lavra. These places are popular with tourists.*

3. Listen, read and say what places in Kyiv you have already visited or would like to visit.

A Trip Around Kyiv

Kyiv, the capital of Ukraine, is on the Dnipro River. The city is more than 1500 years old. The main street of the capital is Khreshchatykh Street. Independence Square is at the northern end of Khreshchatykh Street. It is the most popular place for national celebrations and holiday events.

The historical heart of the city is Podil. All the visitors who come here admire St. Andrew's Church. Andriyivskiy Uzviz (Descent) is very popular with tourists. It is the best place to buy Ukrainian souvenirs and art and crafts.

St. Sophia's Cathedral is famous for its beautiful mosaics and frescoes.

The Golden Gate is another monument from the 11th century. It was built during the time of Yaroslav the Wise and it served as the main entrance to the city.

Kyiv is a city where ancient and modern live side by side. There are so many places to visit that we can't see everything during one short trip.



4. Read and match.

1. St. Andrew's Church
2. St. Sophia's Cathedral
3. The Golden Gate
4. Andriyivskiy Uzviz

- a) unique exhibits telling the history of Ukraine
- b) beautiful mosaics and frescoes
- c) splendid design, carved ornamentation, sculpture
- d) the best place to buy souvenirs
- e) served as the main entrance to the city

Conversation Lab

5. Work in pairs. Look at the pictures to Ex. 1 on page 140 and talk about the places to visit in Kyiv.

Example:

A: *What are you going to do this weekend?*

B: *I am going on an excursion. I think that Andriyivskiy Uzviz is a nice place to visit. It is very popular with tourists. Will you join me?*

A: *With great pleasure.*

6. Your English-speaking friend is going to visit Ukraine in summer. Write a letter to him / her. In your letter:

- say that you'll be glad to meet your friend in Ukraine;
- write about the sights of Kyiv, the capital city;
- write about the places to visit in your native town.

Lesson 4.

Reading Lab: Jigsaw Reading

1. Work in groups. Read the texts. Then take turns to ask and answer the questions below. Take notes.



Mariyinskiy Palace



the Kyiv-Pecherska Lavra

Group A.

Mariyinskiy Palace is in an old part of the city on the top of a hill. Mariya Oleksandrivna, the wife of the Tsar Oleksandr II, gave money to build a big park near the palace. That's why people called this park and the palace "Mariyinskiy". The park is one of the favourite places of Kyivites. Children are happy here with their bikes, balls and mini-cars. Elderly people sit on the benches and talk with their friends. Teenagers **chat** about their friends and school life.

1. Where is Mariyinskiy Palace?
2. What place is one of the favourite places among the Kyivites?
3. Why are children happy in the park?
4. What do elderly people do in the park?
5. What do teenagers do in the park?

Group B.

The Kyiv-Pecherska Lavra is on the green hills above the Dnipro. In the 9th century a **monk** called Anthony **dug** a small **cave** there. Later some other monks came and stayed there.

Many **talented** and famous people lived in the Kyiv-Pecherska Lavra. They wrote about their lives in the caves. Some of the monks were great artists. They painted beautiful **icons**.

Some of the monks were doctors and helped people. Today the Kyiv-Pecherska Lavra is both a **monastery** and a tourist attraction. Monks live, study, work and pray here.

1. Where is the Kyiv-Pecherska Lavra situated?
2. Who dug a small cave in the 9th century there?
3. What did monks do there?
4. What did monks paint in the monastery?
5. What is the Kyiv-Pecherska Lavra today?

2. Exchange the information you've read with the pupils from another group. Use the questions and your notes.

3. Read and act out the telephone conversation.

Andrew: Hello. This is Andrew. May I speak to Ann, please?

Jane: I am sorry, Andrew. She is out. Would you like to leave a message for her?

Andrew: Yes, please. Tell her that we are going to meet her at Khreshchatyk Underground Station.

Jane: OK, Andrew, I'll tell her.

Andrew: Thank you. Goodbye!



Conversation Lab

4. Speak in class. Tell your classmates what places in Kyiv you would like to visit. Start like this:

A: *Kyiv is the capital of Ukraine. It's one of the most beautiful cities in the world. It's on the picturesque banks of the Dnipro River. When I'm in Kyiv I'd like to visit the Golden Gate.*

B: *To my mind, the beauty of Kyiv is in its ancient architecture and old monuments. But you can also see modern buildings and visit modern cinemas.*

C: *Kyiv is one of the most beautiful cities in the world. When you are in Kyiv, you can come closer to the ancient walls, touch them and feel how different things were hundreds of years ago.*

5. Put the verbs in brackets in the correct tense form and write down the sentences.

1. Many talented architects (to work) for 10 years to create St. Volodymyr's Cathedral.
2. The children (to look) at a great collection of tropical and subtropical plants now. They often (to come) to the Museum of Zoology in Kyiv.
3. Yesterday two teams (to take part) in the football match from 7 till 9 at the stadium "Dynamo". The famous team "Dynamo" (to win) that game.
4. St. Sophia's Cathedral (to be) one of Kyiv's most impressive landmarks. Its construction (to begin) in 1037, although much of the Baroque exterior (to date) from the 18th century. The cathedral (to be) famous for its ancient mosaics and frescoes. It also (to house) the tombs of several Kyivian Princes, including its founder Yaroslav the Wise.

Lesson 5.

1. Listen and repeat.

Asking for Directions

Excuse me. How do I get to St. Sophia's Cathedral?



Excuse me. Do you know the way to Khreshchatyk Underground Station?

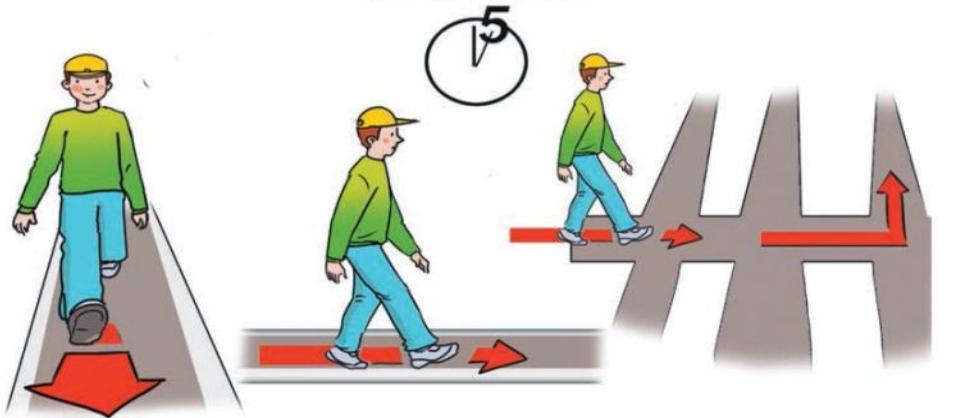
Excuse me. Is there a souvenir shop near here?



2. Complete the phrases.

• turn • straight • supermarket • left • right • keep •

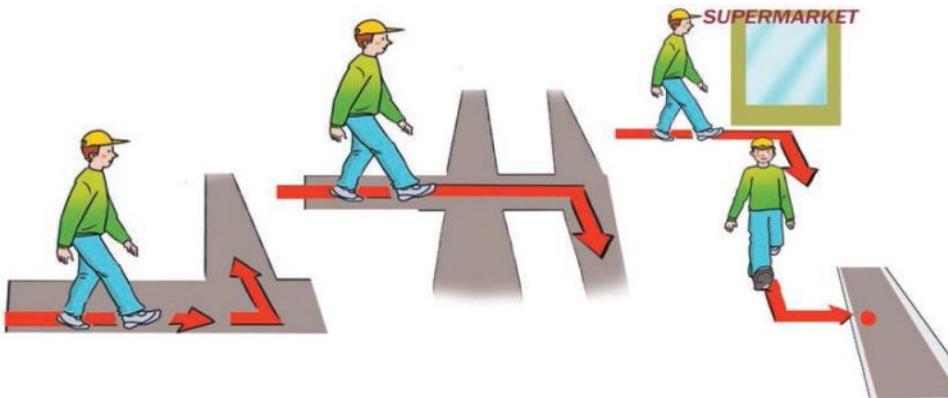
Giving Directions



Go on.

Just going. It's about five minutes.

Go straight on and take the third on the left.



Go straight on and turn

It's the second turn on the

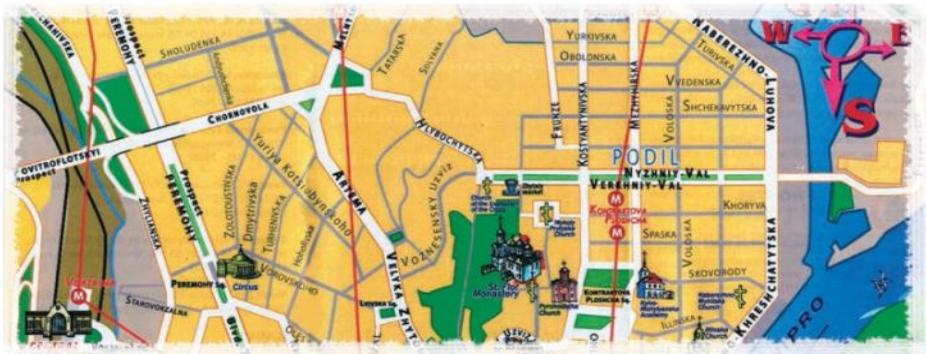
Turn right at the , then left into Street, and is on your right.

Conversation Lab

3. Work in pairs. Complete the dialogues. Use the maps to help you.



1. A: Excuse me. How do I to from here?
B: OK. Go on, and it's the second , no, the third on the
A: Thank you very
B: You're welcome.
2. A: me. Is there a near here?
B: Yes. Go on and the second on the The is the bank.
A: very much.
B: That's OK. No problem.



3. A: Excuse me. Do you know the to St. Andrew's Church?
B: No, I'm sorry. I'm not from here.
A: OK. Thanks.

4. A: Excuse me. Do you know

B: Yes. left Street and the is on the next on your

A: Thank you very much.

B: Not at all.

4. Read and complete the text with the words from the box given below.

• architect • receptions • hunting • buildings • office • animals •



Horodetskiy House, or The House with Chimeras is one of the weirdest, but most popular (1) in Kyiv. It was designed by the (2) Vladyslav Horodetskiy and completed in 1902. The building is decorated with exotic (3) and creatures such as elephants, rhinoceros, and dolphins, because of Horodetskiy's passion for (4) The house is situated in Bankova Street, opposite the (5) of the President of Ukraine.

The House with Chimeras is used for government and presidential (6) and is not open to the public.

5. Ask questions to the sentences given below.

1. She has already seen a very interesting film about animals.
2. They have already visited the National Historical Museum of Ukraine.
3. Tom has never heard of this place before.
4. My parents have already read many books about Kyiv.

Lesson 6.

1. Match the sentences (1–6) to the pictures (A–E).

Example:

The main road in our city is very noisy.



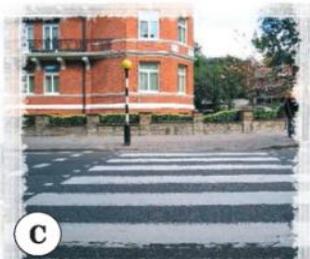
A

the main road



B

a road sign



C

a pedestrian crossing



D

a pavement



E

the traffic lights



F

an underground station sign

- Mrs Petrenko is walking along Khreshchatyk Street.
- Joe is going to cross the street at the traffic lights.
- Sue is looking for the underground station.
- Dan and Alex are waiting for their friends on the pavement.
- Look, Helen! There's a pedestrian crossing over there. Let's cross the street there.
- It's Sunday. There is no traffic on the road.

2. Complete the sentences.

- You can go – the traffic is green.
- Where is the nearest station?
- My aunt and uncle live on the road.

4. Can you read that road ?
5. At the , do we go left, right or straight on?
6. Walk on the , not in the road!

3. Work in pairs. Act out the dialogues.

1.

A: Excuse me. How far is it from to ?

B: It's pretty far. It's about minutes walk.

A: And what's the best way to get there?

B: Go straight on and take the second turn right at the traffic lights. There is a bus stop there. Take Bus and get off at the fifth stop.

A: Thank you.

B: You're welcome.

2.

A: Excuse me. Is there a minibus going from here to ?

B: I'm sorry. I don't know. I'm on a visit here. You should try asking.

A: OK.

3.

B: Excuse me. I'm looking for Underground Station.

A: Do you see that pedestrian crossing over there?

B: Yes, I do.

A: You should cross the street there. Then just keep going along the street, and take the second turn on the left. You'll see the underground station sign there.

B: Thank you very much.

A: You're welcome.

Conversation Lab

- 4. Read and act out the situation. Use the information from the table on page 151.**

Pupil A: You are a tourist. Ask someone to help you find the place you are looking for.

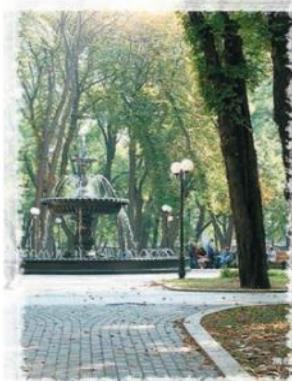
Pupil B: You are a Kyivite. Help the tourist to find the place he / she is looking for.

- see a famous cathedral • learn more about nature in Ukraine
- stay • buy a souvenir • see traditional Ukrainian artworks
- enjoy a picturesque view • see ancient mosaics and frescoes
- learn more about Ukrainian history • admire some unusual buildings • take part in some traditional celebrations
- see famous paintings • watch an opera • watch a 3D film •

Pupil A: *Where can I ?*

Pupil B: *There is a good museum in Kyiv. It is in Bohdan Khmelnytskyi Street.*

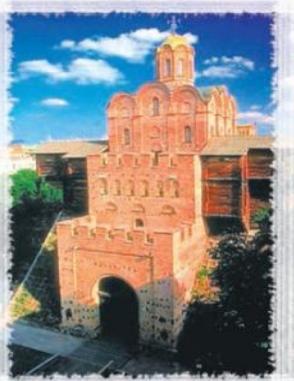
| | |
|---------------------|--|
| Andriyivskiy Uzviz | the city's most artistic street |
| The Golden Gate | an ancient fortification built by Yaroslav the Wise |
| Horodetskiy House | an unusual Art Nouveau house |
| Independence Square | the main square in Kyiv, the place of national celebrations and important events |
| Mariyinskiy Park | a charming city centre park |



Mariyinskiy Park



Independence Square



The Golden Gate

5. Write a paragraph about places to visit in Kyiv. Use the information from the table in Ex. 4.

Example.

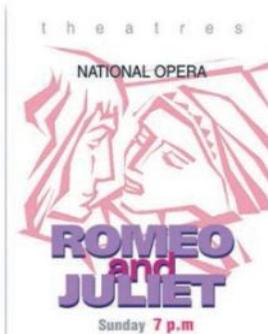
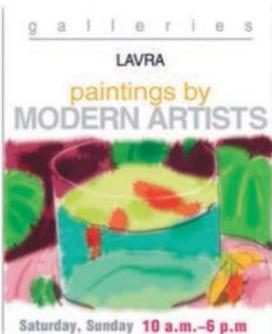
Andriyivskiy Uzviz is Kyiv's most artistic street. You can buy traditional Ukrainian souvenirs there.

Lesson 7.

1. Read the advertisements and choose the place to visit. Explain your choice.

Example.

Ann: *I love drawing. So when there is an art exhibition in my city, I usually go there. This weekend I'm going to the Lavra Gallery to see the paintings by modern artists.*



2. Read and complete the sentences. Use the words and word combinations from the box given below. Change the forms if necessary.

- a map • a guide • a guidebook • typical • to go sightseeing
- an art gallery • to visit museums • to go on a guided tour
- to get lost • to take photos •

1. You should visit this The exhibitions are really great there.
2. I in the old part of the city, Podil.
3. I lots of during my trip to Kyiv last year.
4. Please, call me in case you
5. This museum has an impressive collection of paintings. I think I'll go to this afternoon.
6. Our was very good. She told us a lot of legends from the history of Kyiv.
7. You can get in the tourist information centre.
8. The you gave me was quite useful. It had all the necessary maps and brief information about the sights in the city I visited.

3. Read Jane's letter to Ann. Which places in Kyiv has she visited?

Dear Granny,

I'm writing to tell you about my stay in Kyiv. I've visited all the main sights of the capital. I've seen St. Sophia's Cathedral, St. Andrew's Church and the Golden Gate. My parents and I also went on a boat trip along the Dnipro River yesterday.

Khreshchatyk Street, Kyiv's main street, is a good place both to take a walk and for shopping. There is a large underground shopping and recreation centre called Metrohrad in the centre of Kyiv. It runs from Bessarabskiy Market to Lva Tolstoho Square. We've bought many things there.

That's all for now. I'll show you all my holiday photos when I am back in London.

Best wishes,

Jane



4. Look through the text in Ex. 3 again. Say if the following sentences are T (True) or F (False).

1. Jane is on a school trip in Kyiv.
2. Jane has visited a lot of sights in Kyiv.
3. Jane would like to travel along the Dnipro River one day.
4. Jane liked everything about Kyiv.
5. Jane used a guidebook all the time.
6. Jane thinks that shopping in Kyiv is great.

Conversation Lab

5. Read and act out the situation.

A group of English-speaking children are on a visit to your school. Tell them what you know about the capital of Ukraine.

6. Write about the places you / your friend visited last summer. Start like this:

Last summer I was in Kyiv. The art and architecture of this city are world treasures. I was in Kyiv with We visited the Kyiv-Percherska Lavra, or the Monastery of the Caves. It has two 11th-century cathedrals in its grounds. The world-famous catacombs of the Lavra, a bell tower, and museum collections attract tourists year after year. We also went on an excursion to It was

Lesson 8. Grammar Revision

- a) Look at the pictures and talk about the places the children visited last summer / are going to visit next summer.
b) Work in pairs / groups. Talk about your last / next holidays.

Examples:

- We visited Kyiv last summer. We went on excursions there. We saw We also went to*
- We are going to visit Kyiv next summer. We are going to travel by train. We are going to visit some museums there.*



2. Listen, read and act out the dialogues.

1.

Jane: What are you going to do on holidays, Ann?

Ann: We are going to visit our grandparents in the country first. We're going to travel by car. Then I'll have a rest at home. Maybe, we'll go on an excursion to one of the museums or take a boat tour on the Dnipro River.

Jane: I'm going to stay in Kyiv in August. Could I possibly join you on your trip?

Ann: Certainly. I'll be happy to spend some time with you. Let's go and tell Dan. He likes making holiday plans!

2.

Dan: Hello, Steve! How was the excursion? When did you get back?

Steve: At about seven o'clock in the evening.

Dan: Did you have a good time?

Steve: Yes, I did.

Dan: How did you get there?

Steve: By underground, of course. It's very convenient and quick.



3. Read the dialogues in Ex. 2 and say who:

..... has got good news for Ann and Dan.

..... asks about the plans for the coming holidays.

..... asks about the means of transport a person travelled by.

..... tells his friend about his last trip.

..... tells his friend about the plans for the coming holidays.

..... likes travelling by underground.

4. Work in pairs. Look and say what museums the children have visited and what they have seen there.

Examples:

1. – *What places in Kyiv has Jane visited?*
– *Jane has visited the Golden Gate. She has seen a good exhibition there.*
2. – *Who has been to the Kyiv-Pecherska Lavra?*
– *Kim has been there. She has visited different museums there.*



1. Jane / the Golden Gate
2. Kim / the Kyiv-Pecherska Lavra
3. Peter / St. Sophia's Cathedral
4. Emily / Andriyivskiy Uzviz

Conversation Lab

5. Work in pairs. Take turns to ask and answer the questions.

When you visit new towns / cities, do you...

- go sightseeing?
- take a map with you?
- buy a guidebook?
- take photos?
- visit museums and art galleries?
- look round for shops?
- often get lost?
- go on a guided tour?

6. Write about your favourite place in Kyiv.

Examples.

A: *My favourite part of Kyiv is the Lower City, or Podil in Ukrainian. It is a historical part of the city. People who visit Kyiv for the first time often go to Podil and Andriyivskiy Uzviz located near St. Andrew's Church. Here you can see traditional folk arts festivals and concerts. You can also visit interesting art galleries and shops. You can buy some nice hand-made souvenirs in this street as well.*

B: *Kyiv, the capital of Ukraine, has a lot of parks and recreation areas where you can just relax and enjoy the fresh air and surroundings. The most popular place to spend free time is Hydropark. This large riverside park is a good place for swimming, sunbathing, rowing and playing beach volleyball.*

Self-assessment

Think of your records. Decide how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> give a simple description or presentation of places to visit in Kyiv get simple information about the places of interest in Kyiv use simple descriptive language to make brief statements about the historical sights discuss what to do, where to go and make arrangements to meet ask and give directions referring to a map or plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> catch the main point in short, clear, simple messages understand enough to keep conversation going understand simple directions for how to get from A to B, on foot or public transport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> identify the necessary information in simple written materials such as short stories describing places of interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> write a letter about the places I visited last summer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 8.

School Life



Open





In this unit you will:

- talk about different school subjects;
- read an email about your friend's favourite school day;
- listen to a quiz;
- write a short story about your favourite lessons;
- revise different types of questions.

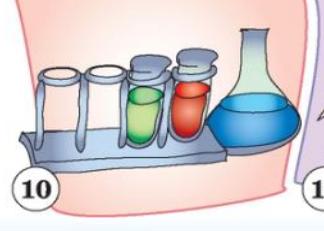
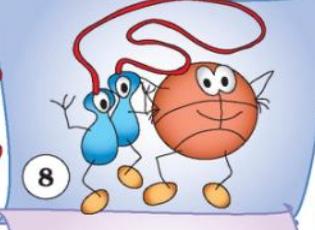
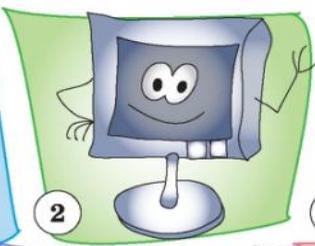
Lesson 1.

1. Listen and repeat. Match the pictures with the names of the school subjects in the box given below.

Example.

Number 1 is Music.

- Mathematics • Ukrainian • World Literature • Biology
- Physical Education (PE) • Music • Computer Studies
- Geography • History • Art • English • Handicrafts •



2. Work in pairs. Act out the dialogues. Use the words from Ex. 1 on page 160.

Example:

1. – *What's your favourite subject?*
– *History. I like learning about the past. And what about you?*
– *I like Computer Studies. It's interesting.*
2. – *What is our third lesson today?*
– *Let me have a look. It's Geography. It's in Room 12.*
– *Did you colour the map of Ukraine?*
– *Yes, I did. I like working with maps.*

3. Read the email. What is Olia's favourite school day?

Dear Mary,

Today is Friday. It's the last school day of the week. I'm thinking about the weekend, when I'm going to visit my granny. She lives in a village and I like staying there.

The day is very difficult, because the first lesson is Maths and the second lesson is English. The third lesson is Ukrainian Literature and the fourth lesson is History. I'm happy that we have PE today, where we run and jump.

My favourite day is Wednesday. We have Art and Music. I like these subjects a lot.

Write me soon.

Love,

Olia

4. Say if the following sentences are T (True) or F (False). Correct the false sentences.

Example.

The second lesson on Friday is Maths. – False. The second lesson is English.

1. The lesson before English is Maths.
2. The fifth lesson is History.
3. PE is on Wednesday.
4. Nina's favourite day is Friday.
5. Nina likes Maths and English.
6. Nina visits her friends at weekends.

Conversation Lab

5. Read and complete the dialogue. Then act it out. Use the verbs in the Present Simple Tense.

A: Tell me about your school, Jane.

B: (0) *I go* (I / to go) to a theatre school in London.

A: What subjects (1) (you / to study)?

B: Well, (2) (I / to study) subjects like English, Maths and Science, but (3) (I / to do) Drama, Dance and Singing, too.

A: Which subject (4) (you / to like) best?

B: (5) (I / to love) Drama. (6) (we / always / to have) a lot of fun.

A: (7) (you / to like) singing?

B: No, (8) (I / to hate) it! (9) (my teacher / always / to tell) me I need to practise more.



6. Read and complete the text. Use the words from the box given below.

• feelings • Mathematics • understand • draw • subjects
• watercolours • Art • paint • emotions •



I am sure that (1) is very important and useful. We can't do any calculations without it. But I also like other (2) we study at school, too. One of them is (3) I'm fond of drawing and painting in these lessons. When we (4) we draw pictures with a pen, a pencil or chalk. When we (5) we paint pictures with paint and use paintbrushes. We may paint in (6) or in oils. When we draw or paint we express our (7) and (8) through the

paintings. Art helps us (9) other subjects much more clearly.

Lesson 2.

1. a) Look at the chart and talk about the pupils. What school subjects do they have on these days of the week?

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| Carol | | | | | |
| Peter | | | | | |
| Mandy | | | | | |
| Tony | | | | | |

Example:

It's Monday today. Carol has got History on her timetable. Peter has got Biology. Mandy has got Music. Tony has got Maths.

- b) Work in pairs. Talk about school subjects you have got in your timetable.

Example:

A: *What lessons do you have on Monday?*

B: *I have English, Geography, Mathematics, History, Ukrainian and PE on Monday.*

2. Work in pairs. Look at the pictures. Ask and answer the questions about the pupils' favourite school subjects.



Example.

1. (Carol)

A: What subjects does Carol like?

B: She likes English. She really likes P.E.

A: Does she like Maths?

B: No, she doesn't. She is not good at doing the sums.

2. (Peter)

A: What?

B: He Geography, but he Spanish.

A: Does?

B: Yes, He Science, too.

3. (Mandy)

A: What?

B: She Drama and she Music.

A: Does?

B: , she History is

4. (Tony)

A: What

B: He Computer Studies.

A:

B:

3. Read the sentences and say whose these words are.

Example.

"I like Science." – Peter likes Science.

1. "I like Music and Drama."

2. "I like English, but I don't like Science."

3. "I don't like Spanish."

4. "I like Geography and Science."

5. "I really hate Maths."

6. "I like English but I don't like Maths."

7. "My favourite subject is Computer Studies."

8. "I hate History."

9. "My favourite subject is PE."

Conversation Lab

4. Work in pairs. Read and act out the dialogues. Then make up similar ones about the subjects you study at school.

1.

A: Hi, Jack! What is your first lesson?

B: Oh, hi, Kate! It's Geography.

A: Is Geography interesting?

B: Yes, it is. We work with maps. We learn about mountains and valleys, about water routes and using them for trade. We talk about countries and cities, specific buildings and interesting places, people and nature.



2.

A: Ann, can you help me with my English exercise?

B: Sure. What's the number?

A: It's Exercise 5 on page 120. I didn't understand the use of the Present Perfect Tense in the lesson yesterday. And I can't do my homework.

B: OK, let's read the rules first and then we'll do the exercise.



5. Read and complete the email. Use the words from the box given below.

- homework • library • teacher • university • test
- excursion • test • lesson •

From: Alex
To: Tom
Subject: At school today

Hi Tom,

You weren't at school today. What happened? Are you OK? Mr. Smith gave us lots of History (0) **homework** yesterday. We've got a new Art (1) Her name is Miss Evans, and she said I should study Art at the (2)

John talked a lot in the Maths lesson, so he had to go and work in the (3)

Do you remember that we are going on the (4) to the Museum of Water tomorrow? Our Biology teacher told us a lot about water at the (5) last week: where we use it, why we need it, how clean it is. And we'll see everything with our own eyes.

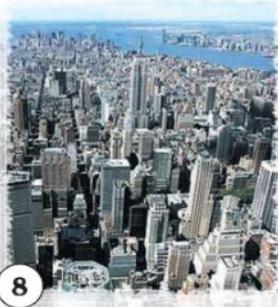
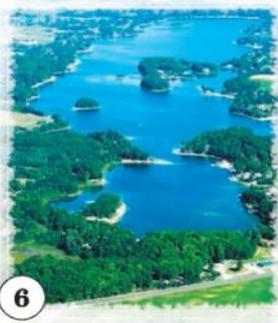
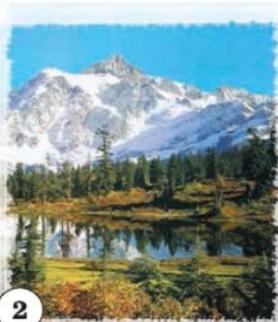
Oh, we've got a Maths (6) tomorrow, so I might want to stay at home again!

Alex

Lesson 3.

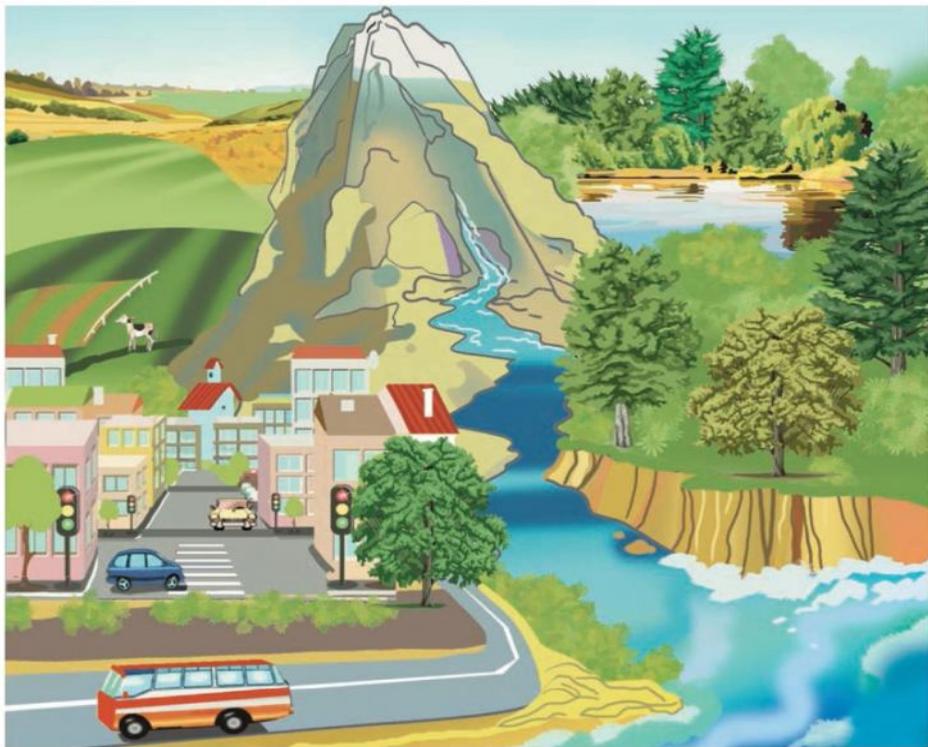
1. Look, read and match the pictures with the geographical names in the box.

- mountains • a valley • a river • the sea • the ocean • a continent
- countries (the USA / Canada / Great Britain) • cities • a map
- a famous building (The Houses of Parliament) • the Earth
- a flag • a lake • a hill • an ocean



2. Look at the picture. Find the objects in the box given below. Then read and choose the correct words to complete the sentences.

• a forest • a mountain • a lake • an island • a valley •
a hill • a river • the sea • a volcano • farmland • a landmark •



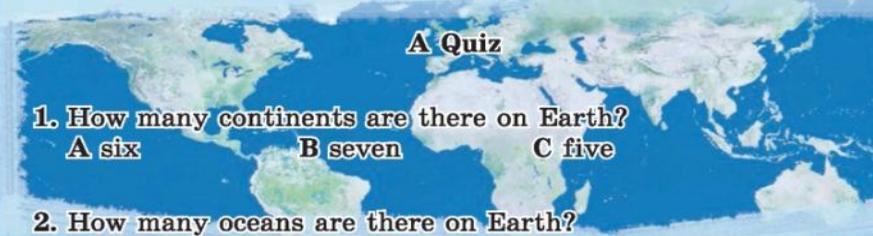
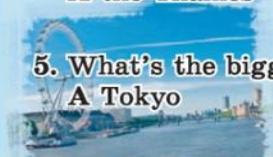
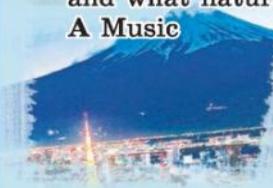
Example.

We climbed the big forest / mountain.

1. There's some *farmland* / *lake* near the village.
2. Let's walk up the *hill* / *island*.
3. The *coast* / *valley* was very wide.
4. How deep is the *hill* / *lake*?
5. Which is the longest *mountain* / *river* in your country?
6. There was a fire in that *forest* / *river* last year.
7. There isn't a village on the *island* / *sea*.
8. Are there many *landmarks* / *volcanoes* in Great Britain?

3. Work in groups. Do the quiz.

A Quiz

- 
1. How many continents are there on Earth?
A six B seven C five
 2. How many oceans are there on Earth?
A four B three C five
 3. What's the highest mountain in the world?
A Everest B Ben Nevis C Hoverla
 4. What's the longest river in the world?
A the Thames B the Amazon C the Nile
 5. What's the biggest city in the world?
A Tokyo B Kyiv C London
 6. In which school subject do children learn where countries are and what natural resources they have?
A Music B English C Geography
- 
- 
- 
- 
- 
- 

Conversation Lab

4. Work in pairs. Act out the dialogues about the things you talk in Geography lessons.

1. A: Do you work with the map in Geography lessons?
B: Yes, we do.
A: How many continents can you find on the map?
B: We can find seven continents on the map.
2. A: Can you find mountains and valleys on the continents?
B: Yes, we can.

3. **A:** Are there many rivers and seas on our planet?

B: Yes, there are. There are more rivers than seas on our planet.

4. **A:** Do people live along the banks of the rivers / at the seaside / in the cities / in the villages?

B: Today people live mostly in towns and cities. But they prefer to have holidays at the seaside or on the banks of the rivers.



5. Write Yes / No questions and short answers.

Example.

We learned how landscapes change in our Geography lesson yesterday. (✗)

Did we learn how landscapes change in our Geography lesson yesterday? – No, we didn't.

The population of the Earth is constantly growing. (✓)

Is the population of the Earth constantly growing? – Yes, it is.

1. The weather is different in different parts of our planet. (✓)
2. As a mathematician you can study mountains and the ocean floor. (✗)
3. When we build new houses we change the lives of the creatures around us. (✓)
4. Tomorrow we'll speak about planet Earth! (✗)
5. My brother was good at Geography when he studied at school. (✗)
6. My friend's sister knows a lot about the geography of Ukraine. (✓)



Lesson 4.

1. Match the words (1–10) with their definitions (a–j).

| | |
|-----------------|---|
| 1. A river | a) a very big hill |
| 2. A coast | b) the number of people that live in a particular country |
| 3. The sea | c) the large area of salty water |
| 4. A mountain | d) the temperature and other conditions such as sun, rain and wind |
| 5. Weather | e) a drawing of a particular area which shows its main features |
| 6. Climate | f) the area where the land meets the sea |
| 7. A population | g) an area of lower land between two lines of mountains usually with a river flowing through it |
| 8. A valley | h) useful areas of land or minerals such as coal or oil that exist in a country |
| 9. A resource | i) a natural flow of water across a country into the sea |
| 10. A map | j) the typical weather conditions of a particular area |

2. Read and complete the sentences. Use the words from the box given below.

• valleys • maps • resources • rivers • climates • mountains
• coast • population • weather • continents • seas • people •

1. At the Geography lessons we work with
2. There are and, oceans, and on the Earth.
3. Are there 6 or 7 on our planet?
4. Geography informs us about the places and communities in which live and work.
5. What's the like today?
6. These flowers will grow in cold
7. Ukraine is rich in mineral
8. About 67.2 percent of the of Ukraine lives in cities.

3. Read the pupils' opinions about the lesson of Geography.

Ann: My favourite subject is Geography. We started studying it this year. Our teacher, Maryna Ivanivna, tells us a lot of fun facts about the countries in the world. Geography teaches us about oceans, volcanoes, earthquakes and all kinds of other things.



Dan: Geography is so exciting for me! We speak about different things in the lessons: the landscapes of our planet, its mountains and plains, oceans and seas, rivers and lakes. We have learned that landscapes are different on different continents. Asia, North America, Europe are covered with forests. You can find vast grasslands¹ on these continents. The largest desert is the Sahara, in Africa. In the last lesson we talked about weather and human activity, which changes the land.



4. Read and tick the sentences: A (Ann), D (Dan) or NG (not given).

1. We watch videos in the Geography lessons.
2. Geography teaches us information about the world.
3. There are a lot of encyclopaedias in my school library.
4. I'm reading about Europe now.
5. The Earth is full of natural resources.
6. In the Geography lessons we learn about natural disasters.

Conversation Lab

5. Work in three groups. Role-play the situation.

Each group has got a card with some information about one of the continents. Read and study the information on the role card. Colour this continent on the map. Then talk about this continent in class. Another group listens and asks questions.

¹ Vast grasslands – великі території, покриті травою.

Group A: Europe

It is the sixth largest continent in size and the third largest in population. It is famous for its temperate climate, forests and grasslands. It is home to the smallest country in the world – the Vatican. The tallest mountain is Mount Elbrus in Russia.



Group B: Asia

This continent is the world's largest and most populous with over 4 billion people. It also contains the world's most populous country, China, and the world's largest country, Russia. It has almost 30% of the world's land area and contains 60% of the world's population. It's highest point Mount Everest is here. The lowest point on land, the Dead Sea, is also here.



Group C: North America

It is the third largest of the seven continents. It's three largest countries are Canada, Mexico, and the United States of America. Columbus discovered this continent, but it was named after an Italian explorer Amerigo Vespucci. Lake Superior, the largest freshwater lake in the world, is on this continent. The country of Greenland is the biggest island on the planet.



<http://www.ducksters.com/geography/oceans.php>

6. Look through the information cards to Ex. 5 and write about one of the continents.

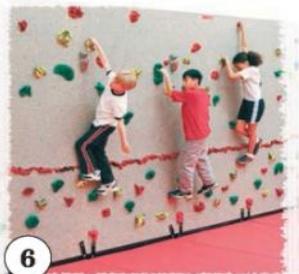
Lessons 5–6.

1. Listen and repeat. Say what you usually do in PE lessons.

Example.

We usually run in the lessons. Some pupils run faster than others. But we all get great pleasure from running.

- to run • to jump • to play with a ball • to jump in length
- to climb on the rope • to climb the wall bar • to do a pull-up
- to skip rope •



2. Read the pupils' opinions about the lessons of Physical Education and say why they like or don't like the lessons. Do you like your PE lessons?

John: PE is my favourite subject at school. I like it because it's fun, competitive and it's like exercising, but better. PE is a time to have fun with friends and stay healthy. I also like playing hockey. I think PE is the only subject where I don't need to sit in a chair the whole time. I like to play games like basketball or soccer.

Kate: I like my school PE lessons. They are always active and we don't have to sit at the desks. We always play team games such as football, basketball or volleyball. I love to be part of a team. However, I'm very shy and don't like it when people look at me. So when we do some individual exercise, my results are not very good. I have to practise more.



3. Read and complete the sentences. Use the words from the box given below.

• PE lessons • climbing • exercises • little • physical • a child •

1. If you move, you become physically weak.
2. If it is warm, are at the stadium not in the gym.
3. But I really wanted to jump, climb on ropes and wall bars when I was
4. PE lessons help us improve our health and develop our abilities.
5. You can ask your PE teacher to give you a break if you have a problem with a rope or doing pull-ups.
6. At the beginning of the lesson we always warm-up

4. Read and complete the text with the missing parts (A–H) given after the text. Say what helped the girl to win a race.

“Come on. You can do it. You’re fast!” said my friend Lizzy. Those encouraging words convinced me (1) that race. It was a girl’s race held in the PE lesson two days ago. For some minutes I stood trembling (2) There were ten nervous runners (3) Everybody wanted to win. We all (4) on our shirts. Everyone was ready. Bang! The starter’s pistol went off, and we (5) along the stadium.



When I reached (6) , I noticed that there were only three other runners around me. Then I saw Lizzy. She screamed excitedly, “You are going (7) !” I began to run faster. I crossed (8) I won! My gold medal is one of my special treasures.

- A thundered straight ahead
- B to sign up for
- C to win the race
- D at the starting line
- E at the stadium
- F the finish line
- G wore jumbo numbers
- H the halfway point

Conversation Lab

5. Work in pairs. Make up dialogues as in the example. Why do children need physical education? Use the phrases in the box.

Example.

A: Does Physical Education improve children's bodies and muscles?

B: Yes, it does.

- to develop children's bodies and muscles (motor skills)
- to participate in physical activities
- to provide regular, physical activities for all children
- to improve self-discipline
- to reduce stress
- to strengthen peer relationships
- to help children to become more confident and independent
- to give children the opportunity to set their personal goals
- to improve children's health

6. Complete the text given below with the correct form of the verbs *to play*, *to go*, *to come* or *to do*.



I'm preparing to run in a school race. I (1) jogging every morning and (2) swimming twice a week. I (3) for a run almost every evenings and at weekends. I sometimes ask my brother to (4) with me but he prefers to (5) boxing. My sister (6) ballet at the ballet school and while she is at her class I (7) basketball in the gym. I (8) to basketball practice regularly because I'm in the team and we (9) matches most weekends. I also (10) football with my friends. By (11) so much exercise I hope to be really fit for the race. I'm not going to relax afterwards either – I plan to (12) skiing with my family in the Carpathians!

Lessons 7–8. Grammar Revision

1. Look at the pictures and say what children do in the English lessons. Match the pictures (A–I) to the activities. Use the phrases from the box given below.

- to do exercises from the textbook
- to write spelling dictations
- to work in pairs
- to work in groups
- to do a project
- to learn vocabulary
- to discuss different topics
- to make up a story
- to role-play
- to listen to spoken English of native speakers
- to learn about culture



3. Listen and repeat. Say what you usually do in the English lessons.

Example.

We often listen to spoken English of native speakers using headphones. Sometimes native speakers come to our lessons and we communicate with them.

3. Complete the sentences with the correct form of the verbs in brackets.

1. The pupils (not to do) Exercise 5 yet.
2. My friend already (to finish) his homework.
3. I (to read) many English books last month.
4. we (to see) an interesting film in History tomorrow?
5. I (to do) my homework now.
6. Helen (not to do) her homework yesterday.
7. he (to do) the sums in the Maths lessons?

4. Read and choose the correct modal verb.

Example.

Students who do exercises every day can / must be physically active for a lifetime.

1. My friend is so imaginative that he *could / should* draw himself deep underwater finding treasure yesterday.
2. Everybody *can / has* to read Maths material slowly and thoroughly.
3. We *can / had* to divide all literature into two groups depending on their form: prose and poetry.
4. Pupils *mustn't / must* pay much attention to all the subjects because they are all important.
5. You *can / can't* be a well-educated person if you don't know at least one foreign language.
6. They *could / can* make crafts, draw and paint in Art lessons when they were in the fifth form.

Conversation Lab

5. Work in small groups. Discuss your favourite school subjects. Each group speaks in class. In pupils' reports they tell their classmates:

- what subject is their favourite;
- what activities they do during their favourite lesson;
- why they like this subject.

6. Write what you usually do in the English lessons. Use the words from the box given below.

- to read the text from the textbook and answer the questions to the text
- to write sentences
- to do grammar exercises
- to learn poems and songs by heart
- to ask and answer the questions on a given topic
- to make up stories or dialogues
- to set up role-plays
- to take part in different quiz-games
- to recite rhymes and poems

Self-assessment

Think of your records. Decide how well you know it:

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> • describe daily school routines • talk about different school subjects • ask and answer questions about my favourite subjects and school life • reply to simple direct questions about personal details • initiate and respond to simple statements about school life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • catch the main point in short, clear, simple messages • understand enough to keep conversation going • understand the information during the discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • get an idea of the content of a timetable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • write a short story about my favourite lessons and classroom activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GRAMMAR REFERENCE

ГРАМАТИЧНИЙ ДОВІДНИК

THE ARTICLE

Артикль

Артикль – це службова частина мови, яка вживається перед іменником. В англійській мові є два артиклі – **неозначений (a/an)** та **означений (the)**.

Неозначений артикль (a/an) походить від числівника **one** і тому вживається тільки в однині зі злічуваними іменниками (countable nouns).

Злічувані іменники – це іменники, які мають форму однини та множини, тобто їх можна порахувати.

Наприклад: *a book, a pen, an egg, an orange.*

З незлічуваними іменниками (uncountable nouns) неозначений артикль не вживається. Незлічувані іменники треба запам'ятати: *sugar, milk, water, advice, information, luggage, traffic, work, music, rain, weather, spaghetti, news, etc.*

З незлічуваними іменниками використовуються дієслова в однині; означений артикль **the** та слова **some, any, much, no**.

Наприклад:

Look! Here's the luggage.

I'd like some milk.

Is there any juice?

У множині неозначений артикль також відсутній (нульовий артикль):

There is a book on the desk. There are books on the desk.

Артикль **a** вживається перед іменниками, які починаються з **голосних звуків (vowels): a, e, i, o, u**.

Артикль **an** вживається перед іменниками, які починаються з **приголосних звуків (consonants): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z**.

Наприклад: *a cat, a desk, an apple, an umbrella.*

Винятки:

a uniform

a useful book

an hour

Зазвичай артикль ставиться перед іменниками, але якщо іменник має одне або кілька означень, то артикль ставиться перед ними:
a day, a windy day, a very windy day.

Неозначений артикль показує, що певний предмет належить до групи однорідних предметів, але не виділяє його:

Give me a pen, please. – Дай мені ручку, будь ласка.

(У цьому реченні артикль означає, що того, хто просить, влаштовує будь-який олівець, а не якийсь конкретно).

Означений артикль *the* походить від вказівного займенника *this* (*that*). Він показує, що певний предмет якимось чином виділяється з групи однорідних:

Give me the pen, please. – Дай мені, будь ласка, ручку.

(У цьому реченні просять якусь певну ручку: ту, що в руках у співрозмовника; ту, що знаходиться на столі тощо).

У такому випадку артикль можна замінити вказівним займенником *this* або *that*.

Це загальноприйняті правила вживання артикля, але існує ще багато спеціальних правил, з якими ви ознайомитеся нижче.

1. Неозначений артикль *a/an* вживається, коли вперше згадується про якийсь предмет. Якщо ж повідомляється про цей предмет знову, то вживаємо означений артикль *the*. Наприклад:

Look! There is a cat in my room. The cat is brown and white.

2. Означений артикль вживається з назвами музичних інструментів:
I play the piano. She plays the guitar.

3. Якщо повідомляється про заняття спортом, вживання їжі, назви країн чи предмети, які вивчаємо в школі, то артиклі не вживаються.

Наприклад:

I play tennis.

I listen to the news at breakfast.

I have never been to Italy.

I like English.

4. Артикль також не вживається:

а) перед прізвищами, іменами людей, кличками тварин і птахів:
Stepanenko, Ivan, Nina, Druzhok, Murka.

Примітка. Якщо перед прізвиськом у множині вживається означений артикль, це означає, що йдеться про всіх членів сім'ї:

the Kovalenkos – Коваленки;

б) перед назвами континентів, країн, міст, сіл: Europe, Ukraine, Poland, Kyiv, Vesele.

Винятки:

the Crimea, the Netherlands, the Philippines, the Caucasus.

в) якщо перед іменником стоїть присвійний, вказівний, питальний займенник або неозначений займенник **some, any, no, each, every**: *my sister, this book, that street, some students, no pens, each pupil, every day.*

5. З означеним артиклем *the* вживаються:

а) назви країн, що складаються із загального іменника з одним або кількома означеннями перед ним;

the United States of America, the United Kingdom of Great Britain and Northern Ireland;

б) назви морів, океанів, річок, заток, проток, каналів і гірських хребтів: *the Atlantic Ocean, the Black Sea, the Dnipro River, the Desna River, the Alps.*

Означений артикль **the** вживається з іменниками як в однині, так і в множині.

THE NOUN

Іменник

Іменники в англійській мові, як і в українській, вживаються в однині і множині. В українській мові іменник – змінна частина мови, натомість в англійській мові іменники не змінюються (не мають відмінкових закінчень).

Іменники в англійській мові поділяються на злічувані (ті, які можна порахувати) та незлічувані (ті, які не можна порахувати). Злічувані іменники мають форми однини та множини, а незлічувані лише форму однини.

Наприклад:

– злічувані: *a book – books, a paper – papers;*

– незлічувані: *water, advice, juice, etc.*

До групи незлічуваних іменників належать іменники, що позначають:

- рідини, тверді речовини, гази тощо: *bread, butter, air, corn, flour, etc;*
- шкільні предмети, науки: *Literature, Maths, History, etc;*
- мови: *English, French, Spanish, Ukrainian, etc;*
- назви видів спорту: *baseball, golf, football, cycling, billiards, etc;*
- назви природних явищ: *fog, snow, sunlight, shade, etc;*
- збірні іменники: *luggage, jewellery, money, rubbish, furniture, stationery, etc.*

Примітка: а) Слова, що позначають назви напоїв, можуть вживатися і у значенні злічуваних іменників. Порівняйте:

Would you like a coffee? (= a cup of coffee)

Two sodas, please. (= two cups of soda)

Значна кількість незлічуваних іменників, може стати злічуваними в словосполученнях зі словами *a piece of, a box of, a cup of, a bag of, a game of* та ін.

Наприклад: *a piece of advice, a loaf of bread, a glass of milk, a bottle of water, a kilo of meat, a bar of chocolate, a bag of flour, a pair of trousers, etc.*

Форма множини іменників утворюється додаванням до форми однини закінчення *-s*, яке після дзвінких приголосних і голосних вимовляється як звук */z/*, а після глухих приголосних – як */s/*.

Наприклад:

a pen – five pens /z/

a book – two books /s/

Іменники, що закінчуються на *-s, -ss, -x, -sh, -ch*, у множині мають закінчення *-es*, яке вимовляється як */iz/*:

a watch – seven watches /iz/

Якщо іменник в однині закінчується на *-y* з попередньою приголосною, у множині додається закінчення *-es*; при цьому *y* змінюється на *i*:

a story – three stories

У деяких іменників, що в однині закінчуються на *-f* або *-fe*, у множині *f* змінюється на *v* і додається закінчення *-(e)s*.

a leaf – many leaves

a knife – seven knives



Винятки: *a roof – roofs, a belief – beliefs.*

Форма множини деяких іменників утворюється не за правилами.

Ці іменники необхідно запам'ятати:

a man – men

a woman – women

a person – people

a child – children

a foot – feet

a tooth – teeth

a mouse – mice

В англійській мові іменник має два відмінки: загальний (the Common Case) і присвійний (the Possessive Case).

(Note: We don't use these terms when teaching English in English.)

Загальний відмінок не має спеціальних відмінкових закінчень. Зв'язок іменника у загальному відмінку з іншими словами в реченні виражається прийменниками і місцем у реченні. Так, іменник, що стоїть перед присудком, є підметом, а після присудка — прямим додатком:

The teacher asks the student. – Учитель запитує учня.

The student asks the teacher. – Учень запитує вчителя.

Різні зв'язки іменника, що відповідають непрямим відмінкам в українській мові, виражаються за допомогою прийменників:

The boy gave the book to his sister. – Хлопець дав книжку своїй сестрі.

The streets of the city were narrow. – Вулиці міста були вузькі.

He wrote with a pen. – Він писав ручкою.

Присвійний відмінок вказує на належність предмета якійсь особі. В однині він утворюється додаванням до іменника апострофа і закінчення *-s*, яке вимовляється за тими самими правилами, що й закінчення множини іменників.

the girl's book – книжка дівчинки

the cat's tail – хвіст кота

Присвійний відмінок іменників у множині утворюється додаванням до них апострофа після закінчення *-s*:

students' books – книжки студентів

Якщо іменник у множині не закінчується на *-s*, то присвійний відмінок утворюється додаванням *'s*:

the children's toys – дитячі іграшки

Замість присвійного відмінка може вживатися іменник із прийменником **of**:

my friend's brother – the brother **of** my friend (брат мого друга)

THE ADJECTIVE

Прикметник

Ступені порівняння прикметників (Comparatives and Superlatives)

В англійській мові прикметники не змінюються ні за родами, ні за числами, ні за відмінками. Вони змінюються лише за ступенями порівняння.

Якісні прикметники мають основну форму (the positive degree), вищій (the comparative degree or comparatives) і найвищій (the superlative degree or superlatives) ступені порівняння.

Форми вищого і найвищого ступенів порівняння прикметників можуть бути, як і в українській мові, простими і складеними.

Прості форми ступенів порівняння прикметників утворюються додаванням до основної форми закінчення **-er** у вищому та **-est** – у найвищому ступені:

old – older – the oldest.

Складені форми ступенів порівняння утворюються за допомогою слів **more** (*більш*) у вищому ступені та **most** (*найбільш*) – у найвищому. Основна форма прикметника залишається без змін:

beautiful – more beautiful – the most beautiful.

В англійській мові прості форми ступенів порівняння мають:

а) усі односкладові прикметники:

short – shorter – shortest

б) двоскладові прикметники, що закінчуються на **-y**, **-er**, **-le**, **-ow**:

easy – easier – easiest

clever – cleverer – cleverest

simple – simpler – simplest

narrow – narrower – narrowest

в) двоскладові прикметники з наголосом на другому складі:

polite – politer – politest

Складені форми ступенів порівняння мають усі багатоскладові прикметники і двоскладові з наголосом на першому складі, крім тих, що закінчуються на *-y, -er, -le, -ow*:

interesting – more interesting – the most interesting
famous – more famous – the most famous

Винятки:

Ступені порівняння деяких прикметників в англійській мові, як і в українській, утворилися від інших коренів. Їх потрібно запам'ятати.

| | |
|--------------------------------------|------------------------------|
| <i>good – better – the best</i> | гарний – кращий – найкращий |
| <i>bad – worse – the worst</i> | поганий – гірший – найгірший |
| <i>little – less – the least</i> | малий – менший – найменший |
| <i>much (many) – more – the most</i> | багато – більше – найбільше |

При утворенні простих форм ступенів порівняння прикметників дотримуються таких **правил орфографії**:

а) якщо прикметник закінчується на *-e*, то перед закінченнями *-er* та *-est* воно випадає:

nice – nicer – the nicest

б) в односкладових прикметниках перед закінченнями *-er* та *-est* подвоюється кінцева приголосна, якщо перед нею стоїть короткий голосний звук:

big – bigger – the biggest

в) якщо прикметник закінчується буквою *-y* з попередньою приголосною, то перед *-er, -est* літера *y* змінюється на *i*:

funny – funnier – the funniest

Вищий ступінь порівняння прикметників (comparatives) вживається для порівняння двох людей, тварин, предметів або явищ.

She is taller than you.

Найвищий ступінь порівняння прикметників (superlatives) вживається для порівняння трьох і більше людей, тварин, предметів або явищ.

It is the shortest story in the book.

This is the most dangerous fish in the sea.

THE NUMERAL

Числівник

В англійській мові числівники поділяються на кількісні (**cardinal**) та порядкові (**ordinal**).

Cardinal Numerals

| | |
|----------------|-------------------------------|
| 1 – one | 18 – eighteen |
| 2 – two | 19 – nineteen |
| 3 – three | 20 – twenty |
| 4 – four | 21 – twenty-one |
| 5 – five | 22 – twenty-two |
| 6 – six | 23 – twenty-three |
| 7 – seven | 24 – twenty-four |
| 8 – eight | 25 – twenty-five |
| 9 – nine | 26 – twenty-six |
| 10 – ten | 30 – thirty |
| 11 – eleven | 40 – forty |
| 12 – twelve | 50 – fifty |
| 13 – thirteen | 60 – sixty |
| 14 – fourteen | 70 – seventy |
| 15 – fifteen | 80 – eighty |
| 16 – sixteen | 90 – ninety |
| 17 – seventeen | 100 – a hundred / one hundred |

Порядкові числівники (**ordinal**), крім перших трьох, утворюються шляхом додаванням суфікса **-th** до відповідних кількісних числівників. При цьому деякі з них зазнають змін у написанні й вимові.

Ordinal Numerals

| | |
|-------------------------------|----------------------------------|
| 1 st – first | 16 th – sixteenth |
| 2 nd – second | 17 th – seventeenth |
| 3 rd – third | 19 th – nineteenth |
| 4 th – fourth | 20 th – twentieth |
| 5 th – fifth | 21 st – twenty-first |
| 6 th – sixth | 22 nd – twenty-second |
| 7 th – seventh | 23 rd – twenty-third |
| 8 th – eighth | 24 th – twenty-fourth |
| 9 th – ninth | 25 th – twenty-fifth |
| 10 th – tenth | 26 th – twenty-sixth |
| 11 th – eleventh | 30 th – thirtieth |
| 12 th – twelfth | 40 th – fortieth |
| 13 th – thirteenth | 50 th – fiftieth |
| 14 th – fourteenth | 60 th – sixtieth |
| 15 th – fifteenth | 70 th – seventieth |

80th – eightieth
90th – ninetieth

100th – one hundredth

Зазвичай порядкові числівники вживаються з означеним артиклем.

THE PRONOUN

Займенник

Займенник – частина мови, що лише вказує на предмет, ознаку та кількість, але не називає його.

В англійській мові займенники поділяються на: особові, присвійні, зворотні, вказівні, неозначені, питальні.

Особові займенники (Personal Pronouns)

Особові займенники в англійській мові мають два відмінки: називний і об'єктний.

Називний відмінок:

I – я

you – ти

he – він

she – вона

it – воно (він, вона – для неживих предметів і тварин)

we – ми

you – ви

they – вони

Особові займенники в називному відмінку виконують функцію підмета (**subject pronouns**):

The girl is reading. – She is reading.

Mark likes ice cream very much. – He likes ice cream very much.

Об'єктний відмінок:

me – мене, мені

you – тебе, тобі

him – його, йому

her – її, їй

it – його, йому, її, їй

us – нас, нам

you – вас, вам

them – їх, їм

Особові займенники в об'єктному відмінку виконують функцію додатка (**object pronouns**).

*I like **him**.*

Після прийменників особові займенники вживаються лише у формі об'єктного відмінка.

*Dan talks to **her**.*

The Possessive Pronouns Присвійні займенники

Присвійні займенники мають дві форми: **відносну**, яка вживається лише як означення до іменника (**possessive adjectives**), та **абсолютну**, яка вживається самостійно, тобто без іменника (**possessive pronouns**).

Відносна форма

my
your
his
her
its
our
their

Абсолютна форма

mine
yours
his
hers
its
ours
theirs

*This is **your** book. Give me **mine**.* – Це твоя книжка. Дай мені мою.

В англійській мові немає такого присвійного займенника, що відповідав би українському займеннику **свій**. Останній перекладається на англійську мову різними присвійними займенниками залежно від особи, якої він стосується:

*I read **my** book yesterday.* – Я читав **свою** книжку вчора.

*She read **her** book yesterday.* – Вона читала **свою** книжку вчора.

The Reflexive Pronouns Зворотні займенники

Від присвійних займенників **my, our, your** і т. д. шляхом додавання закінчень **-self** (в одиниці) та **-selves** (у множині) утворюються зворотні займенники **myself, ourselves, yourselves** і т. д., які часто відповідають українським **себе** в різних відмінках та **сам**.

*I have done it **myself**.* – Я зробив це сам.



THE ADVERB

Прислівник

Прислівник в англійській мові, як і в українській, – це частина мови, що вказує на ознаку дії (стану) або якості.

Nina studies very well.

He speaks loudly.

Прислівники поділяються на **прості** й **похідні**. До похідних прислівників належать такі, які утворюються додаванням суфіксів до прикметників та іменників.

Більшість прислівників утворюються від прикметників за допомогою суфікса **-ly**:

usual – usually

Винятки:

good – well

fast – fast

hard – hard

Деякі правила правопису.

Якщо прикметник закінчується на **-y**, змініть його та додайте суфікс **-ly**:

noisy – noisily

Закінчення **-e** залишається перед суфіксом **-ly**:

nice – nicely

Виняток:

true – truly

Закінчення **-le** змінюється на **-ly**:

possible – possibly

За своїм значенням прислівники в англійській мові поділяються на окремі групи. Розглянемо деякі з них.

Adverbs of manner (прислівники способу дії): *badly, well, slowly, quickly* та ін. показують, як відбувається дія. Як правило, такі прислівники стоять у кінці речення, але ті, які закінчуються на **-ly**, інколи можуть знаходитися і всередині речення.

We ran to the river quickly.

We quickly ran to the river.

Adverbs of time (прислівники часу): *today, yesterday, soon, now, late, then, when, since, before* та **adverbs of place** (прислівники місця):

here, there, above, downstairs, outside, where – зазвичай вживаються на початку або в кінці речення.

He was not at school yesterday. – Його не було у школі вчора.
Tomorrow we have six lessons. – Завтра ми маємо шість уроків.

Adverbs of Frequency (прислівники частотності): *often, never, ever, always, sometimes, seldom* та ін., як правило, вживаються всередині речення, між підметом та присудком, або після форм допоміжного дієслова **to be**.

I sometimes visit my friends.

Do you usually go to the library on Saturday?

I am occasionally good at writing test.

Прислівники *normally, usually, often, sometimes* та *occasionally* можуть також вживатися на початку речення.

Normally we have five lessons on Thursday. – Зазвичай ми маємо п'ять уроків у четвер.

THE VERB

Дієслово

Дієслово – це частина мови, яка означає дію предмета. Особливістю англійської мови є те, що в ній дуже легко можна утворити дієслова практично від будь-якого іменника, назви предмета чи явища. Для цього часто достатньо додати перед словом службову частину мови – частку **to**.

Наприклад:

work – робота

to work – працювати

Дієслово в англійській мові має особові й неособові форми. Особові форми дієслова вказують на особу, число, спосіб, час дії і стан. До особових належать форми дієслова в трьох особах однини і множини, в усіх часах активного і пасивного стану, в дійсному і наказовому способах. Ці форми дієслів вживаються в реченні в ролі присудка.

I study English at school. – Я вивчаю англійську мову у школі.

We study English at school. – Ми вивчаємо англійську мову у школі.

Study English at school! – Вивчайте англійську мову у школі.

В англійській мові розрізняють чотири групи часових форм дієслова:

Simple Tenses – неозначені часи

Continuous Tenses – тривалі часи

Perfect Tenses – перфектні / доконані часи

Perfect Continuous Tenses – перфектно-тривалі часи

У кожній групі, крім теперішнього (**Present**), минулого (**Past**) та майбутнього часу (**Future**), є ще форма **Future-in-the-Past**, що виражає майбутню дію відносно минулого часу.

За способом утворення **Past Simple** та **Past Participle** дієслова в англійській мові поділяють на **правильні** й **неправильні**. Правильні дієслова утворюють другу та третю форми додаванням закінчення **-ed** до базової форми.

work – worked – worked

play – played – played

try – tried – tried

Неправильні дієслова утворюють ці форми по-різному, тому їх треба **запам'ятати**, скориставшись таблицею неправильних дієслів (див. форзаци).

write – wrote – written

В англійській мові є ще й так звані **допоміжні дієслова**. Вони слугують для побудови стверджувальної, заперечної та питальної форм дієслова у різних групах часів.

У шостому класі вивчаються деякі часи груп **Simple**, **Continuous** та **Perfect**.

PRESENT SIMPLE TENSE

Теперішній простий (неозначений) час

Теперішній простий (неозначений) час вживається:

- для вираження постійної або повторюваної дії чи звички, яка характеризує підмет та відбувається взагалі, а не в момент мовлення:

I go to school on foot.

I get up at seven o'clock.

- з дієсловами **to see, to know, to hear, to feel, to want, to hate, to love, to understand** та деякими іншими для вираження дії, що відбувається в момент мовлення:

I see Ann near my house.

- для вираження думок, почуттів чи надання постійної характеристики:

She plays the piano.

- для вираження незмінної істини, загальновідомого факту, необмеженого часовими рамками:

Spring comes after winter.

Стверджувальна форма дієслова в теперішньому простому (неозначеному) часі в усіх особах однини та множини співпадає з базовою формою дієслова без частки **to**. Єдиний виняток – третя особа однини, де додається закінчення **-s** або **-es**.

I play.
You play.
He (She, It) plays.
We (They) play.

Закінчення **-s** після глухих приголосних вимовляється як звук /s/, а після дзвінких приголосних і голосних – як /z/.

She speaks. /s/ He reads. /z/

Якщо основа дієслова закінчується на **-s, -sh, -ss, -ch, -tch, -x**, то в третій особі однини до дієслова додається закінчення **-es**, яке вимовляється як /iz/:

She watches TV every day. – Вона дивиться телевізор щодня.

Якщо дієслово закінчується на **-y** з попередньою приголосною, то перед **-es** буква **-y** змінюється на **-i**:

He tries.

Якщо перед **-y** стоїть голосна, то до дієслова додається лише закінчення **-s**:

He plays football on Sundays. – Він грає у футбол щонеділі.

Заперечна форма в Present Simple Tense утворюється за допомогою допоміжного дієслова **do (does)**, заперечної частки **not** та базової форми основного дієслова без частки **to**.

I don't work. / He doesn't work. / You don't work.

Питальна форма Present Simple Tense утворюється з допоміжного дієслова **do (does)** та базової форми основного дієслова без частки **to**. Допоміжне дієслово ставиться перед підметом.

Do I work? Do we work?
Do you work? Do you work?
Does he (she) work? Do they work?

Короткі відповіді:

- Yes, I do. / No, I don't.

- Yes, she does. / No, she doesn't.

Відмінювання дієслова *to be*:

| Affirmative (Стверджувальна форма) | Negative (Заперечна форма) | Interrogative (Питальна форма) |
|--|--------------------------------------|--|
| I am. | I am not. | Am I? |
| You are. | You are not. | Are you? |
| He (she, it) is. | He (She, It) is not. | Is he (she, it) is? |
| We are. | We are not. | Are we? |
| You are. | You are not. | Are you? |
| They are. | They are not. | Are they? |

Short answers (Короткі відповіді)

| | |
|-----------------------|--------------------------------------|
| Yes, I am. | No, I am not. / No, I'm not. |
| Yes, you are. | No, you are not. / No, you aren't. |
| Yes, he (she, it) is. | No, he (she, it) is not (isn't). |
| Yes, we are. | No, we are not. / No, we aren't. |
| Yes, you are. | No, you are not. / No, you aren't. |
| Yes, they are. | No, they are not. / No, they aren't. |

Відмінювання дієслова *to have*:

| Affirmative (Стверджувальна форма) | Negative (Заперечна форма) | Interrogative (Питальна форма) |
|--|--------------------------------------|--|
| I have. | I do not have. | Do I have? |
| You have. | You do not have. | Do you have? |
| He (she, it) has. | He (She, It) does not have. | Does he (she, it) have? |
| We have. | We do not have. | Do we have? |
| You have. | You do not have. | Do you have? |
| They have. | They do not have. | Do they have? |

Short answers (Короткі відповіді)

| | |
|------------------------|---|
| Yes, I have. | No, I do not (don't) have. |
| Yes, you have. | No, you do not (don't) have. |
| Yes, he (she, it) has. | No, he (she, it) does not (doesn't) have. |
| Yes, we have. | No, we do not (don't) have. |
| Yes, you have. | No, you do not (don't) have. |
| Yes, they have. | No, they do not (don't) have. |

PAST SIMPLE TENSE

Минулий простий (неозначений) час

Past Simple Tense вживається для вираження одноразової або постійної дії в минулому, яка не пов'язана з теперішнім моментом мовлення. Зазначений час описує минулі події. На українську мову він перекладається минулим часом доконаного або недоконаного виду залежно від змісту речення.

Past Simple Tense часто вживається з обставинними словами **yesterday** *учора*, **last week** *минулого тижня*, **last year** *торік*, **last summer** *минулого літа*, **the other day** *недавно*, *цими днями* тощо.

I went to the library on Saturday. – Я ходив до бібліотеки у суботу.

Для того щоб утворити стверджувальну форму **Past Simple Tense**, треба до базової форми правильного дієслова додати закінчення **-ed**.

I worked.

You worked.

He (She) worked.

We worked.

They worked.

Закінчення **-ed** вимовляється так:

/t/ – після глухих приголосних, крім **t**:

to help – helped /t/;

/d/ – після дзвінких приголосних, крім **d**, і після голосних:

to open – opened /d/;

/ɪd/ – після приголосних **t, d**:

to want – wanted /ɪd/.

Дієслова, що закінчуються в інфінітиві буквою **-y**, якій передєе приголосна, змінюють **-y** на **-i** перед закінченням **-ed**:

to study – studied:

Дієслова, що закінчуються буквою **-e**, втрачають її перед закінченням **-ed**:

to live – lived.

Past Simple Tense неправильних дієслів треба запам'ятати (див. список неправильних дієслів).

Як правильні, так і неправильні дієслова в **Past Simple Tense** мають однакову форму для всіх осіб однини і множини.

I read a book yesterday.

You read a book yesterday.

He (She) read a book yesterday.

We read a book yesterday.

They read a book yesterday.

Виняток становить дієслово *to be*:

I **was**

He (She, It) **was**

We **were**

You **were**

They **were**

Питальна і заперечна форми Past Simple Tense утворюються за тими самими правилами, що й Present Simple Tense, але допоміжне дієслово *to do* вживається в Past Simple (**did**) в усіх особах.

I did not play.

You did not play.

He (She, It) did not play.

| Affirmative (Стверджувальна форма) | Negative (Заперечна форма) | Interrogative (Питальна форма) |
|---------------------------------------|-------------------------------|-----------------------------------|
| I played. | I did not play. | Did I play? |
| You played. | You did not play. | Did you play? |
| He (She, It) played. | He (She, It) did not play. | Did he (she, it) play? |
| We played. | We did not play. | Did we play? |
| You played. | You did not play. | Did you play? |
| They played. | They did not play. | Did they play? |

Short answers (Короткі відповіді)

| | |
|---|--|
| Yes, I did. Yes, you did. Yes, he (she, it) did. Yes, we did. Yes, you did. Yes, they did. | No, I did not. / No, I didn't. No, you did not. / No, you didn't. No, he (she, it) did not (didn't.) No, we did not. / No, we didn't. No, you did not. / No, you didn't. No, they did not. / No, they didn't. |
|---|--|

FUTURE SIMPLE TENSE

Майбутній простий (неозначений) час

Future Simple Tense вживається для вираження одноразової, постійної або повторюваної дії, що відбудеться в майбутньому. При цьому часто вживаються такі слова: **tomorrow** – *завтра*, **next week** – *наступного тижня*, **next month** – *наступного місяця*, **next year** – *наступного року* тощо.

I will go to the library tomorrow. – Я піду до бібліотеки завтра.

В сучасній англійській мові стверджувальна, питальна та заперечна форми **Future Simple Tense** утворюються за допомогою допоміжного дієслова *will* та базової форми основного дієслова без частки *to*.

У загальному запитанні допоміжне дієслово **will** ставиться перед підметом.

| Affirmative (Стверджувальна форма) | Negative (Заперечна форма) | Interrogative (Питальна форма) |
|--|--------------------------------------|--|
| I will (I'll) read. | I will not (won't) read. | Will I read? |
| You will (you'll) read. | You will not (won't) read. | Will you read? |
| He will (he'll) read. | He will not (won't) read. | Will he read? |
| She will (she'll) read. | She will not (won't) read. | Will she read? |
| It will (it'll) read. | It will (won't) read. | |
| We will (we'll) read. | We will not (won't) read. | Will we read? |

CONTINUOUS TENSES

Тривалі часи

Часи групи **Continuous** вживаються для вираження дії як процесу, тобто дії, що триває в момент мовлення чи в теперішній період часу (**Present Continuous Tense**), тривала в якийсь момент чи період часу в минулому (**Past Continuous Tense**), триватиме в певний момент чи період часу в майбутньому (**Future Continuous Tense**).

Часи групи **Continuous** утворюються з допоміжного дієслова **to be** у відповідній часовій формі та дієприкметника теперішнього часу (**Present Participle**) основного дієслова.

Present Participle утворюється додаванням закінчення **-ing** до інфінітива основного дієслова без частки **to**:

read – reading

Дієслова, що закінчуються в інфінітиві на **-e**, втрачають його перед закінченням **-ing**: *give – giving*.

У дієсловах, що закінчуються на приголосну з попередньою короткою наголошеною голосною, перед закінченням **-ing** кінцева приголосна подвоюється: *to run – running, to sit – sitting*.

Якщо дієслово закінчується буквсполученням **-ie**, то перед закінченням **-ing**, **-ie** змінюється на **-y**: *lie – lying*.

PRESENT CONTINUOUS TENSE

Теперішній тривалий час

Теперішній тривалий час вживається для вираження дії, яка відбувається в момент мовлення. **Present Continuous Tense** може вживатися з такими словами, що позначають час виконання дії: *now, at the moment, at present*.

З такими словами, як: **to believe, to feel, to hear, to know, to like, to see, to smell, to sound, to taste, to think, to understand, to want** – теперішній тривалий час не вживається, замість нього вживаємо **Present Simple Tense**.

| Affirmative (Стверджувальна форма) | Negative (Заперечна форма) | Interrogative (Питальна форма) |
|--|--------------------------------------|--|
| I am working. | I am not working. | Am I working? |
| You are working. | You are not working. | Are you working? |
| He (she, it) is working. | He (she, it) is not working. | Is he (she, it) working? |
| We are working. | We are not working. | Are we working? |
| You are working. | You are not working. | Are you working? |
| They are working. | They are not working. | Are they working? |

Short answers (Короткі відповіді)

| | |
|-----------------------|--------------------------------------|
| Yes, I am. | No, I am not. / (I'm not.) |
| Yes, you are. | No, you are not. / No, you aren't. |
| Yes, he (she, it) is. | No, he (she, it) is not (isn't.) |
| Yes, we are. | No, we are not. / No, we aren't. |
| Yes, you are. | No, you are not. / No, you aren't. |
| Yes, they are. | No, they are not. / No, they aren't. |

Present Continuous Tense також вживається для вираження запланованої дії в найближчому майбутньому, яка найчастіше виражається словами, що означають рух.

I am going to Kyiv tomorrow. – Завтра я їду до Києва.

PRESENT PERFECT TENSE

Теперішній доконаний (завершений) час

Present Perfect Tense вживається:

- для позначення часу, який почався в минулому та продовжується під час мовлення:

I have lived here all my life. – Я мешкаю тут усе своє життя;

- коли є результат дії. У цьому випадку ми не вказуємо час. Присудок перекладається дієсловом доконаного виду:

I have already written a letter. – Я вже написав листа.

Present Perfect Tense вживається з прислівниками **just** – щойно, **already** – вже, **yet** – ще та прийменниками **for** – протягом, **since** – з.

Yet (ще) вживається наприкінці питального та заперечного речень:
I have not read the book yet. – Я ще не прочитав книжку.

For (протягом) позначає період тривалості дії:
I have known him for five years. – Я знаю його п'ять років.

Since (з) вказує на початок дії:
We have lived in Lviv since 1998. – Ми живемо у Львові з 1998 року.

Present Perfect Tense утворюється за допомогою дієслова **to have** у Present Simple Tense та дієприкметника минулого часу. Для того щоб утворити дієприкметник минулого часу від правильних дієслів, треба додати закінчення **-ed** до базової форми дієслова; для неправильних дієслів – це форми, які знаходяться в третій колонці списку неправильних дієслів.

| Affirmative (Стверджувальна форма) | Negative (Заперечна форма) | Interrogative (Питальна форма) |
|--|--------------------------------------|--|
| I have done. | I have not done. | Have I done? |
| You have done. | You have not done. | Have you done? |
| He (she, it) has done. | He (she, it) has not done. | Has he (she, it) done? |
| We have done. | We have not done. | Have we done? |
| You have done. | You have not done. | Have you done? |
| They have done. | They have not done. | Have they done? |

Short answers (Короткі відповіді)

| | |
|--|---|
| Yes, I have. Yes, you have. Yes, he (she, it) has. Yes, we have. Yes, you have. Yes, they have. | No, I have not (haven't). No, you have not (haven't). No, he (she, it) has not (hasn't). No, we have not (haven't). No, you have not (haven't). No, they have not (haven't). |
|--|---|

MODAL VERBS Модальні дієслова

Дієслова *can (could)*, *may (might)*, *must (had to)*, *should (ought to)* та деякі інші відносяться до групи модальних дієслів (**Modal Verbs**). Модальні дієслова не вживаються самотійно, а тільки у сполученні з інфінітивом основного (змістового) дієслова. Вони позначають можливість, здатність, імовірність, необхідність виконання дії, яка зазначається основним дієсловом.

He can do it himself. – Він може зробити це самостійно.
They may come tonight. – Можливо, вони прийдуть сьогодні ввечері.
I must speak to him. – Я повинен поговорити з ним.
I might do the shopping on Saturday. – Можливо, я піду за покупками у суботу.

Модальні дієслова не мають усіх часових форм, як інші дієслова. Вони також не мають неособових форм дієслова – інфінітиву, дієприкметників I та II та герундію.

Модальні дієслова *can* та *may* мають форми теперішнього та минулого часів: *can – could, may – might*.

Модальне дієслово *must* має лишу форму теперішнього часу, а в інших часових формах необхідно використовувати його еквівалент – *have to*.

Необхідно пам'ятати, що:

– інфінітив, який стоїть після модальних дієслів, вживається без частки *to*. (Виняток: модальне дієслово *ought to*.)

Наприклад:

I can do it. – Ти можеш це зробити.

You may take it. – Ти можеш це взяти.

You should help him. – Тобі варто йому допомогти.

But: You ought to help him. – Тобі варто йому допомогти.

– У третій особі однини теперішнього часу модальні дієслова не мають закінчення *-s*: *He can do it. He may take it.*

– Питальна форма утворюється без використання допоміжного дієслова *to do*, причому модальне дієслово ставиться перед підметом.

Наприклад:

Can you do it? – Чи ти можеш це зробити?

May I take it? – Чи можна мені це взяти?

Should I buy that? – Чи варто мені це купувати?

– Заперечна форма утворюється за допомогою заперечної частки *not*, яка приєднується до модального дієслова:

He cannot (can't) do it. He may not (mayn't) take it.

У розмовному стилі в заперечній формі зазвичай використовуються такі скорочення:

cannot = can't

could not = couldn't

may not = mayn't

might not = mightn't
must not = mustn't
should not = shouldn't

Значення деяких модальних дієслів

CAN

Модальне дієслово **can (could)** використовується для позначення фізичної чи розумової здатності виконати ту чи іншу дію. Поряд із зазначеним модальним дієсловом у різних часових формах використовується його еквівалент – структура **to be able to do something**.

He can read very well. – Він уміє читати дуже добре.

He could swim very well when he was young. – Він умів добре плавати, коли був молодим.

MAY / MIGHT

Модальне дієслово **may / might** використовується для позначення дозволу виконати ту чи іншу дію, а також для висловлення ймовірності виконання тієї чи іншої дії:

You may take my dictionary. – Ти можеш скористатися моїм словником.

He may / might know her address. – Можливо, він знає її адресу.

MUST

Модальне дієслово **must** використовується для висловлення необхідності виконання тієї чи іншої дії (згідно існуючих правил):

You must go there tomorrow. – Ти повинен сходити туди завтра.

SHOULD

Модальне дієслово **should** використовується для висловлення поради, рекомендації щодо виконання тієї чи іншої дії:

You should ask her for advice. – Тобі варто звернутися до неї за порадою.

You should consult a doctor. – Тобі варто порадитися із лікарем.

Інші значення модальних дієслів вивчаються на наступних етапах навчання.



A, a

ability, *n* /ə'bilɪtɪ/ здібність; здатність
about, *prep* /ə'baʊt/ про
abroad, *adv* /ə'brɔ:d/ за кордоном
accessory, *n* /ək'sesəri/ аксесуар
accident, *n* /'æksɪdənt/ аварія, катастрофа
across, *prep* /ə'krɒs/ /'ækrɒs/ через
active, *adj* /'æktɪv/ активний, жвавий
activity, *n* /æk'tɪvɪtɪ/ діяльність
add, *v* /æd/ додавати
addition, *n* /ə'dɪʃən/ додаток
admiral, *n* /'ædmərəl/ адмірал
admire, *v* /əd'maɪə/ милуватися
adventure, *n* /əd'ventʃə/ пригода
advertisement, *n* /əd'vɜ:tɪsmənt/ оголошення
advice, *n* /əd'vaɪs/ порада
aeroplane, *n* /'eərəpleɪn/ літак
afterwards, *adv* /'ɑ:ftəwədz/ опісля
again, *adv* /ə'geɪn/ знову
agree with smb, *phr* /ə'gri:/ погоджуватися з кимось
agree, *v* /ə'gri:/ погоджуватися
air, *n* /eə/ повітря
airport, *n* /'eəpɔ:t/ аеропорт
almost, *adv* /'ɔ:lməʊst/ майже
along, *prep* /ə'lɒŋ/ вздовж
although, *conj* /ɔ:l'ðəʊ/ хоча
always, *adv* /'ɔ:lwɪz/ завжди
amusing, *adj* /ə'mju:zɪŋ/ захоплюючий
ancient, *adj* /'eɪnfənt/ стародавній
answer, *n* /'ɑ:nsə/ відповідь

answer, *v* /'ɑ:nsə/ відповідати
anyway, *adv* /'eniweɪ/ у будь-якому випадку
appear, *v* /ə'pɪə/ з'являтися
appearance, *n* /ə'pɪərəns/ зовнішність
aqualung, *n* /'ækwəlɒŋ/ акваланг
architect, *n* /'ɑ:kɪtɛkt/ архітектор
architecture, *n* /'ɑ:kɪtɛktʃə/ архітектура
area, *n* /'eəriə/ територія
armoured, *adj* /'ɑ:məd/ озброєний
around, *prep* /ə'raʊnd/ навколо
arrive, *v* /ə'raɪv/ прибувати
art gallery, *phr* /ɑ:t/ /'gæləri/ художня галерея
Art, *n* /ɑ:t/ урок малювання
artistic, *adj* /ɑ:'tɪstɪk/ художній
at weekends, *phr* /ət'wɪkəndz/ на вихідних
athlete, *n* /'æθlɪt/ атлет
athletics, *n* /æθ'letɪks/ атлетика
attached, *adj* /ə'tætʃt/ прикріплена інформація
attend, *v* /ə'tend/ відвідувати
attendant, *n* /ə'tendənt/ особа, що супроводить; супровідник
attract, *v* /ə'trækt/ приваблювати
attraction, *n* /ə'trækʃən/ атракціон, місце для розваг
aunt, *n* /ɑ:nt/ тітка
awful, *adj* /'ɔ:fəl/ жахливий

B, b

bacon, *n* /'beɪkən/ бекон
baked potato, *phr* /beɪkt pə'tetəʊ/ печена картопля

baker's, *n* /'beɪkəz/ хлібний магазин
bakery, *n* /'beɪkəri/ хлібний магазин

baking soda, *phr* /'beɪkɪŋ 'səʊdə/ сода для випічки
bank, *n* /bæŋk/ берег
banknote, *n* /'bæŋknəʊt/ кредитний білет, банкнот
bark, *v* /bɑ:k/ гавкати
basketball, *n* /'bɑ:skɪtbɔ:l/ баскетбол
be afraid of smth, *phr* /bi ə'freɪd əv/ боятися чогось
be bored, *phr* /bi'bo:d/ нудьгувати
be born, *phr* /bi'bo:n/ народитися
be fond of, *phr* /bi'fɒnd əv/ любити
be full of, *phr* /bi'fʊl əv/ бути наповненим
be good at, *phr* /bi'gʊd ət/ вміти добре робити щось
be interested in, *phr* /bi'ɪntrɪstɪd ɪn/ цікавитись
be late for, *phr* /bi'leɪt fə/ запізнюватися на
be lined with, *phr* /bi'laɪnd wɪð/ бути обсадженим
be located, *phr* /bi'lə'keɪtɪd/ розташовуватись
be proud of, *phr* /bi'praʊd əv/ пишатися
be situated, *phr* /bi'sɪtʃueɪtɪd/ розташовуватись
beach, *n* /bi:tʃ/ узбережжя
bean, *n* /bi:n/ біб
beautifully, *adv* /'bjʊ:tɪfəli/ красиво
beauty, *n* /'bjʊ:ti/ краса
behind, *prep* /br'haɪnd/ позаду
bench, *n* /bentʃ/ лавиця
besides, *adv* /br'saɪdz/ окрім
billion, *n* /'bɪljən/ мільярд
Biology, *n* /baɪ'ɒlədʒi/ урок біології
birthplace, *n* /'bɜ:θpleɪs/ місце народження
bitter, *adj* /'bɪtə/ гіркий
blouse, *n* /blaʊz/ блуза

board game, *phr* /'bɔ:d ,geɪm/ настільна гра
boating, *n* /'bəʊtɪŋ/ кататися (плавати) на човні
boiled meat, *phr* /'bɔɪld ,mi:t/ варене м'ясо
boldprint, *n* /'bəʊld ,prɪnt/ надруковане жирним шрифтом
bone, *n* /bəʊn/ кістка
book in advance, *phr* /bʊk/ /əd'vɑ:ns/ замовляти заздалегідь
boots, *n* /bu:t/ чобіт
bottle, *n* /'bɒtl/ пляшка
bowling, *n* /'bəʊlɪŋ/ полумисок
boxing, *n* /'bɒksɪŋ/ бокс
bread roll, *n* /'bred,rɒl/ булочка
bread, *n* /bred/ хліб
breakfast, *n* /'breɪkfəst/ сніданок
breathe in, *phr* /brɪð ɪn/ дихати
bridge, *n* /brɪdʒ/ міст
brief, *adj* /brɪ:f/ короткий
brilliant, *adj* /'brɪljənt/ чудовий
brochure, *n* /'brəʊʃə/ брошура
broth, *n* /brʊθ/ бульйон
brother, *n* /'brʌðə/ брат
building, *n* /'bɪldɪŋ/ будівля
bunch, *n* /bʌntʃ/ букет
burger, *n* /'bɜ:ɡə/ бургер
bus driver, *phr* /bʌs'draɪvə/ водій автобуса
bus pass, *phr* /'bʌs,pɑ:s/ проїзний квиток на автобус
bus stop, *phr* /'bʌs,stɒp/ зупинка автобуса
bus, *n* /bʌs/ автобус
businessman, *n* /'bɪznɪsmən/ бізнесмен
busy, *adj* /'bɪzi/ зайнятий; жвавий
butcher's, *n* /'bʊtʃəz/ м'ясний магазин
butter, *n* /'bʌtə/ масло
button, *n* /'bʌtn/ гудзик
by heart, *adv* /'baɪ ,hɑ:t/ напам'ять

С, с

calculation, *n* /,kælkjʊ'leɪʃən/ розрахунок

call, *v* /kɔ:l/ дзвонити
camp, *n* /kæmp/ табір

can of Coke, *n* /kən əv 'kəʊk/ баночка кока-коли
canteen, *n* /kæn'ti:n/ їдальня
capital, *n* /'kæpɪtəl/ столиця
captain, *n* /'kæptɪn/ капітан
car, *n* /kɑ:/ автомобіль
card, *n* /kɑ:d/ картка
carefully, *adv* /'keəfəli/ уважно; обережно
caring, *adj* /'keəriŋ/ турботливий
carpet, *n* /'kɑ:pɪt/ килим
carry, *v* /'kæri/ возити; перевозити; носити
catacomb, *n* /'kætəku:m/ катакомба
category, *n* /'kætəgəri/ категорія
cathedral, *n* /kə'thi:drəl/ собор
cave, *n* /keiv/ печера
celebration, *n* /selɪ'breɪʃən/ святкування
cent, *n* /sent/ цент (0,01 долара); сто, сотня
centre, *n* /'sentə/ центр
century, *n* /'sentʃəri/ століття
cereal, *n* /'sɪəriəl/ 1) хлібний злак; 2) зернові; 3) вівсянка, вівсяна каша; 2. *adj* хлібний, зерновий
certainly, *adv* /'sɜ:tnli/ звичайно
chalk, *n* /tʃɔ:k/ крейда
champion, *n* /'tʃæmpiən/ чемпіон
change, *n* /tʃeɪndʒ/ задача
change, *v* /tʃeɪndʒ/ розмінювати, міняти
charming, *adj* /'tʃɑ:mɪŋ/ миловидний
chart, *n* /tʃɑ:t/ схема, таблиця
cheap, *adj* /tʃi:p/ дешевий
cheerful, *adj* /'tʃi:əfəl/ веселий
chemist's, *n* /'kemɪsts/ аптека
chestnut tree, *n* /'tʃesnʌt/ каштан
chicken, *n*, *adj* /'tʃɪkɪn/ курка; курячий
chocolate, *n* /'tʃɒklɪt/ шоколад
choice, *n* /tʃɔɪs/ вибір
choose food item, *phr* /tʃu:z/ вибрати їжу (*напр.* з меню)
choose, *v* /tʃu:z/ вибирати
chop, *v* /tʃɒp/ нарізувати; кришити; шаткувати

church, *n* /tʃɜ:tʃ/ церква
cinema, *n* /'sɪnəmə/ кінотеатр
citizen, *n* /'sɪtɪzən/ громадянин
city, *n* /'sɪti/ місто
classmate, *n* /'klɑ:smeɪt/ однокласник
clearly, *adv* /'kliəli/ чітко; ясно
climate, *n* /'klaɪmət/ клімат
climb, *v* /klaɪm/ лазити
clothes, *n* /kləʊðz/ одяг
clothing, *n* /'kləʊðɪŋ/ одяг
coach, *n* /kəʊtʃ/ тренер
coast, *n* /kəʊst/ узбережжя
cocoa powder, *phr* /'kəʊkəʊ 'paʊdə/ какао порошок
cocoa, *n* /'kəʊkəʊ/ какао
coffee, *n* /'kɒfi/ кава
coin, *n* /kɔɪn/ монета
cold cuts, *n* /kəʊld kʌts/ нарізка
collect, *v* /kə'lekt/ збирати
collection, *n* /kə'leksjən/ колекція
colourful, *adj* /'kʌləfəl/ кольоровий
come up, *phr* /kʌm ʌp/ підходити
comfort, *n* /'kʌmfət/ комфорт, зручність
comfortable, *adj* /'kʌmfətbəl/ зручний
comfortably, *adv* /'kʌmfətbəbli/ зручно
communicate with smb, *phr* /kə'mju:nɪkeɪt/ спілкуватися з кимось
community, *n* /kə'mju:nɪti/ спільнота; община
company, *n* /'kʌmpəni/ компанія
compare, *v* /kəm'preə/ порівнювати
compartment, *n* /kəm'pɑ:tmənt/ купе
competition, *n* /kəm'pi:ʃɪjən/ змагання
complete, *v*, *adj* /kəm'pli:t/ доповнювати; доповнений
compute, *n* /'kɒmpju:t/ компот
Computer Studies, *n* /kəm'pjʊ:tə'stʌdɪz/ урок інформатики
concert hall, *n* /'kɒnsət ˌhɔ:l/ концертна зала
condition, *n* /kən'dɪʃən/ умова

conductor, *n* /kən'dʌktə/ кондуктор; контролер
confectionery, *n* /kən'fekʃnəri/ кондитерський (*магазин, відділ*)
confident, *adj* /'kɒnfɪdənt/ впевнений
connect, *v* /kə'nekt/ з'єднувати
connecting line, *phr* /kə'nektiŋ laɪn/ з'єднувальна лінія
constantly, *adv* /'kɒnstəntli/ постійно
construction, *n* /kən'strʌkʃən/ будівництво
contain, *v* /kən'teɪn/ містити
contest, *n* /'kɒntest/ змагання
continent, *n* /'kɒntɪnənt/ континент
convenient, *adj* /kən'vi:niənt/ зручний
conversation, *n* /kɒnvə'seɪʃən/ розмова
convince, *v* /kən'vɪns/ запевняти
cookie, *n* /'kʊki/ печиво
cooking, *n* /'kʊkiŋ/ приготування їжі
cornflakes, *n, pl* /'kɔ:nfleɪks/ кукурудзяні пластівці
correct, *adj* /kə'rekt/ правильний
cost, *v* /kɒst/ коштувати

costume, *n* /'kɒstjʊm/ костюм
cottage cheese, *phr* /'kɒtɪdʒ tʃi:z/ домашній сир
country, *n* /'kʌntri/ країна
couple, *n* /'kʌpəl/ пара
cover, *v* /'kʌvə/ покривати
craft, *n* /kra:ft/ 1) ремесло; 2) умілість, вправність, майстерність; спритність
creamy soup, *phr* /'kri:mɪ su:p/ суп-пюре
creamy, *adj* /'kri:mɪ/ пюре
creature, *n* /'kri:tʃə/ створіння
cricket, *n* /'kri:kɪt/ крикет (*вид спорту*)
crossing, *n* /'krɒsɪŋ/ перехід
crowded, *adj* /'kraʊdɪd/ заповнений людьми
cultural difference, *phr* /'kʌltʃərəl 'dɪfərəns/ культурна відмінність
culture, *n* /'kʌltʃə/ культура
curious, *adj* /'kjʊəriəs/ допитливий
currency, *n* /'kʌrənsɪ/ валюта
customer, *n* /'kʌstəmə/ покупець
cutlet, *n* /'kʌtlɪt/ котлета
cycling, *n* /'saɪkliŋ/ велосипедний спорт

D, d

daffodil, *n* /'dæfədɪl/ нарцис
dairy, *n* /'deəri/ молочний магазин
dancing, *n* /'dɑ:nsɪŋ/ танці
dark, *adj* /dɑ:k/ темний
date back, *phr* /'deɪt bæk/ датуватися
date of birth, *phr* /'deɪt əv bɜ:θ/ дата народження
daughter, *n* /'dɔ:tə/ донька
dear, *adj* /diə/ дорогий
decide, *v* /dɪ'saɪd/ вирішувати
decorated, *adj* /'dekəreɪtɪd/ прикрашений
decorate, *v* /'dekəreɪt/ прикрашати

definition, *n* /,defɪ'nɪʃən/ визначення
deli (department), *n* /'deli/ відділ нарізки
delicious, *adj* /dɪ'lɪʃəs/ смачний
deliver, *v* /dɪ'lɪvə/ доставляти
department store, *phr* /dɪ'pɑ:tmənt stɔ:/ універмар
department, *n* /dɪ'pɑ:tmənt/ відділ (*у магазині*)
depend on, *v* /dɪ'pend/ залежати від
describe, *v* /dɪ'skraɪb/ описувати
desert, *n* /'dezət/ пустеля
design, *n* /dɪ'zain/ дизайн

designer, *n* /dɪ'zaɪnə/ дизайнер
dessert, *n* /dɪ'zɜ:t/ десерт
detail, *n* /'di:teɪl/ деталь
develop, *v* /dɪ'veləp/ розвивати
dialogue, *n* /'daɪələʒ/ діалог
dictation, *n* /dɪk'teɪʃən/ диктант
different, *adj* /'dɪfərənt/ різний
difficult, *adj* /'dɪfɪkəlt/ важкий
dig, *v* /dɪg/ копати
dining-car, *n* /'daɪnɪŋ kɑ:/ вагон-ресторан
dinner, *n* /'dɪnə/ обід, вечеря
dinosaur, *n* /'daɪnəsɜ:/ динозавр
disagree, *v* /dɪ'sə'grɪ:/ не погоджуватися
discover, *v* /dɪ'skʌvə/ відкривати
discuss, *v* /dɪ'skʌs/ обговорювати; дискутувати
dish, *n* /dɪʃ/ страва, блюдо
display, *v* /dɪ'spleɪ/ виставляти

distance, *n* /'dɪstəns/ відстань
dive, *v* /daɪv/ пірнати
divide, *v* /dɪ'vaɪd/ ділити; розлідати
do a pull-up, *phr* /pʊl/ перетягувати
do karate, *phr* /kə'reɪti/ займатися карате
do the shopping, *phr* /'ʃɒpɪŋ/ робити покупки
dollar, *n* /'dɒlə/ долар
double-decker, *n* /,dʌblə'dekə/ дабл-декер (двоповерховий автобус у Великій Британії)
dough, *n* /dəʊ/ 1) тісто; 2) паста, густа маса
Drama, *n* /'drɑ:mə/ урок акторської майстерності
dream, *v* /dri:m/ мріяти
dream, *n* /dri:m/ мрія
during, *prep* /'djʊərɪŋ/ під час

Е, е

Earth, *n* /z:θ/ Земля (планета)
earthquake, *n* /'z:θkweɪk/ землетрус
easy, *adj* /'i:zi/ легкий, легко
eat smth for ... (breakfast, etc) /ɪt/ їсти щось на ... (сніданок, і т. д.)
either ... or, *phr* /'aɪðə/ чи ... чи
elderly, *adv* /'eldəli/ похилого віку
else, *adv* /els/ ще
email, *n* /'i:meɪl/ електронний лист
emotion, *n* /ɪ'məʊʃənəl/ емоція
encourage, *v* /ɪn'kʌrɪdʒ/ заохочувати
encyclopaedia, *n* /ɪn,sɑ:klə'pi:diə/ енциклопедія
energetic, *adj* /,enə'dʒetɪk/ енергійний
energy, *n* /,enədʒi/ енергія
engineer, *n* /,endʒɪ'nɪə/ інженер
English, *n* /'ɪŋɡlɪʃ/ урок англійської мови
enjoy doing smth, *phr* /ɪn'dʒɔɪ/ насолоджуватись чимось

entertain, *v* /,entə'teɪn/ розважати
entertainment, *n* /,entə'teɪnmənt/ розвага
entrance, *n* /'entra:ns/ вхід
everyone, *pron* /'evriwʌn/ кожний
everything, *pron* /'evrɪθɪŋ/ все
exact, *adj* /ɪg'zækt/ точний
example, *n* /ɪg'zɑ:mpəl/ приклад
excellent, *adj* /'eksələnt/ чудовий
excitedly, *adv* /ɪk'saɪtɪd/ збуджено
exciting, *adj* /ɪk'saɪtɪŋ/ 1) збуджуючий; хвилюючий; 2) захоплюючий; зворушливий
excursion, *n* /ɪk'skɜ:ʃən/ екскурсія
excuse, *v* /ɪk'skju:z/ вибачатись
exhibit, *v* /ɪg'zɪbɪt/ виставляти на показ
exist, *v* /ɪg'zɪst/ існувати
exotic, *adj* /ɪg'zɒtɪk/ екзотичний
expensive, *adj* /ɪk'spɛnsɪv/ дорогий; коштовний
experience, *n* /ɪk'spɪəriəns/ досвід
explain, *v* /ɪk'spleɪn/ пояснювати

explore, *v* /ɪk'splɔː/ досліджувати
explorer, *n* /ɪk'splɔːrə/ дослідник
express smb's opinion, *phr* /ɪk'spres/
висловлювати чиясь думку
express, *v* /ɪk'spres/ виражати

exterior, *n* /ɪk'stɪəriə/ екстер'єр,
зовнішній вигляд
extremely, *adv* /ɪk'striːmlɪ/ надзви-
чайно

F, f

fair, *adj* /feə/ світлий (про волос-
ся)
fairytale, *n* /'feəri/ фея
false, *adj* /fɔːls/ неправильний
family, *n* /'fæməli/ сім'я, родина
famous, *adj* /'feɪməs/ відомий
fantastic, *adj* /fæn'tæstɪk/ фантас-
тичний; дивовижний
fare, *n* /feə/ плата за проїзд
fascinating, *adj* /'fæsɪneɪtɪŋ/ чарів-
ний, чарівливий; чарівничий;
принадний
fast food, *phr* /fɑːst/ /fuːd/ їжа
швидкого приготування
fast, *adj* /fɑːst/ швидкий
favourite, *adj* /'feɪvərɪt/ улюблений
feature, *n* /'fi:tʃə/ риса
feel, *v* /fiːl/ відчувати; почуватися
feet, *n* /fiːt/ ступні
festival, *n* /'festɪvəl/ фестиваль;
святкування
field, *n* /fiːld/ поле
figure skating, *n* /'fɪgə 'skeɪtɪŋ/
фігурне катання
find, *v* (found, found) /faɪnd/ зна-
ходити
fire, *n* /faɪə/ вогонь
fish fillet, *phr* /fɪʃ/ /'fɪlɪt/ філе риби

fishmonger's, *n* /'fɪʃmɒŋgəz/ риб-
ний магазин
flag, *n* /flæɡ/ прапор
flavour, *n* /'fleɪvə/ наповнювач
floor, *n* /flɔː/ поверх
flour, *n* /flaʊə/ мука
flow, *v* /fləʊ/ текти
flower, *n* /'flaʊə/ квітка
fly away, *v* /'flaɪ ə'wei/ відлітати
flying saucer, *n* /'flaɪ-ɪŋ/ /'sɔːsə/ лі-
таюча тарілка
foot, *n* /fʊt/ ступня
forest, *n* /'fɒrɪst/ ліс
form, *n* /fɔːm/ форма
fortification, *n* /'fɔːtɪfɪ'keɪʃən/ фор-
тифікаційне укріплення
fortress, *n* /'fɔːtrɪs/ фортеця
free time, *phr* /friː/ вільний час
French, *n* /frentʃ/ урок французь-
кої мови
fresco, *n* /'freskəʊ/ фреска
fresh, *adj* /frefʃ/ свіжий
fried, *adj* /fraɪd/ смажений
friend, *n* /frend/ товариш, друг
frosty, *adj* /'frɒstɪ/ морозний
fruit, *n* /fruːt/ фрукт, -и
fun, *n* /flʌn/ розвага

G, g

garden, *n* /'gɑːdn/ сад
gardening, *n* /'gɑːdnɪŋ/ садівництво
garlic, *n* /'gɑːlɪk/ часник
general, *n* /dʒenərəl/ генерал
Geography, *n* /dʒɪ'ɒɡrəfi/ урок гео-

графії
get on well with smb, *phr* /get/ добре
ладити з кимось
give smb a break, *phr* /ɡɪv/ надати
комусь відпочинок (перерву)

glad, *adj* /glæd/ радий
glass, *adj* /glɑ:s/ скляний
gloomy, *adj* /glu:mi/ угрюмий
gloves, *n* /glʌv/ рукавиці
go along, *phr* /gəʊ ə'ləŋ/ іти вздовж
go in for sport, *phr* /gəʊ/ займатися спортом
go off, *phr* /gəʊ əv/ вирушати
go round, *phr* /gəʊ raʊnd/ ходити навколо
go sightseeing, *phr* /gəʊ 'saɪtsi:ɪŋ/ оглядати визначні місця
golf, *n* /gɒlf/ гольф
good, *adj* (better, best) /gʊd/ хороший, добрий (кращий, найкращий)
government, *n* /'gʌvəmənt/ уряд
grandchild, *n* /'græntʃaɪld/ онук, онука
granddad, *n* /'grændæd/ дідусь
grandparents, *n* /'græn,peərənts/ дідусь і бабуся
grandson, *n* /'grænsən/ онук

granny, *n* /'græni/ бабуся
grape, *n* /greɪp/ виноград
graphic, *adj* /'græfɪk/ графічний
grass, *n* /grɑ:s/ трава
grasslands, *n* /'grɑ:slænd/ саванна; територія, вкрита травою
great, *adj* /greɪt/ видатний; величний
greedy, *adj* /'gri:di/ жадібний
greengrocer's, *n* /'grɪ:n,grəʊsəz/ магазин овочів і фруктів
grocer's, *n* /'grəʊsəz/ магазин бакалеї
group, *n* /gru:p/ група
grow, *v* /grəʊ/ рости, вирощувати
grown-up, *n* /'grəʊn,ʌp/ дорослий
guess, *v* /ges/ здогадуватися
guidebook, *n* /'gaɪdbʊk/ путівник
guided tour, *phr* /'gaɪdɪd,tʊə/ подорож з екскурсиводом
gymnastics, *n* /dʒɪm'næstɪks/ гімнастика

H, h

hair, *n* /heə/ волосся
ham, *n* /hæm/ ветчина
hamburger, *n* /'hæmbɜ:ɡə/ гамбургер
Handicrafts, *n* /'hændɪkra:fts/ урок ручної праці
hand-made, *adj* /hænd'meɪd/ виготовлений вручну
handsome, *adj* /'hænsəm/ статний (про чоловіка)
happen, *v* /'hæpən/ траплятися; відбуватися
hard, *adj* /hɑ:d/ важкий, важко
hardly, *adv* /'hɑ:dli/ ледве, ледь
have fun, *phr* /hæv fʌn/ розважатися
have great popularity, *phr* /hæv greɪt ˌpɒpjə'lærəti/ мати значну популярність
headphones, *n* /'hedfəʊnz/ навушники

health, *n* /helθ/ здоров'я
healthy, *adj* /'helθi/ здоровий
hear, *v* /hɪə/ чути
heavy, *adj* /'hevi/ важкий
helpful, *adj* /'helpfəl/ той, який допомагає
hill, *n* /hɪl/ пагорб
history, *n* /'hɪstəri/ історія
History, *n* /'hɪstəri/ урок історії
hockey, *n* /'hɒki/ хокей
hole, *n* /həʊl/ дірка
holidays, *n* /'hɒlɪdɪ/ канікули
homework, *n* /'həʊmwɜ:k/ домашнє завдання
hope, *n* /həʊp/ надія; сподівання
horse riding, *n* /hɔ:s 'raɪdɪŋ/ верхова їзда
hospital, *n* /'hɒspɪtl/ лікарня
host family, *phr* /həʊst 'fæməli/ сім'я, яка приймає гостя

hot air balloon, *phr* /hɒt eə bə'lu:n/
повітряна куля
household goods, *phr* /'haʊshəʊld
gʊdz/ товари домашнього вжитку
How late are you open tonight? /həʊ/
До котрої години у вас відкрито?

human, *adj* /'hju:mən/ людський
hungry, *adj* /'hʌŋɡri/ голодний
hunting, *n* /'hʌntɪŋ/ полювання
hurry up, *v* /'hʌrɪ ʌp/ поспішати
hurry, *v* /'hʌrɪ/ поспішати
husband, *n* /'hʌzbənd/ чоловік

I, i

ice cream, *n* /'aɪs,kri:m/ морозиво
icon, *n* /'aɪkɒn/ ікона
idea, *n* /aɪ'di:ə/ ідея
imaginative, *adj* /ɪ'mædʒɪ'nætɪv/ уяв-
ний
immediately, *adv* /ɪmɪ'di:ətli/ негай-
но
important, *adj* /ɪm'pɔ:tənt/ важли-
вий
impression, *n* /ɪm'preʃən/ враження
impressive, *adj* /ɪm'presɪv/ вражаю-
чий
improve, *v* /ɪm'pru:v/ покращувати
in time, *phr* /ɪn'taɪm/ вчасно
include, *v* /ɪn'klu:d/ включати
independent, *adj* /ɪndɪ'pendənt/
незалежний; самостійний
individual, *adj* /ɪndɪ'vɪdʒʊəl/ інди-
видуальний
industrial, *adj* /ɪn'dʌstriəl/ промис-
ловий

inform, *v* /ɪn'fɔ:m/ інформувати
information, *n* /,ɪnfə'meɪʃən/ інфор-
мація
ingredient, *n* /ɪn'ɡrɪdiənt/ складова
injure, *v* /ɪn'dʒʊə/ отримати травму;
пошкодити
inside, *adv* /ɪn'saɪd/ усередині
intelligent, *adj* /ɪn'telɪ'dʒənt/ розум-
ний
interesting, *adj* /ɪn'trɪ'stɪŋ/ цікавий
Internet, *n* /'ɪntənət/ Інтернет
interview, *v, n* /ɪntə'vju:/ брати
інтерв'ю; інтерв'ю
introduction, *n* /,ɪntrə'dʌkʃən/ вступ
invite, *v* /ɪn'vaɪt/ запрошувати
iron pot, *phr* /'aɪən ˌpɒt/ залізний
казанок
island, *n* /'aɪlənd/ острів
It takes me ..., *phr* /ɪt/ Мені по-
трібно ...

J, j

jam, *n* /dʒæm/ варення, джем
jar, *n* /dʒɑ:/ банка; глек, глечик
jeans, *n* /dʒi:nz/ джинси
jigsaw puzzle, *n* /'dʒɪɡsɔ:'pʌzəl/ пазл
job, *n* /dʒɒb/ робота
jogging, *n* /'dʒɒɡɪŋ/ біг підтюпцем
join, *v* /dʒɔɪn/ приєднуватись

journey, *n* /dʒɜ:ni/ подорож
judo, *n* /'dʒu:dʊʊ/ дзюдо
jump, *v* /dʒʌmp/ стрибати
junior dresses section, *phr* /dʒu:nɪə
'dresɪz 'sækʃən/ відділ суконь для
дівчаток-підлітків



К, к

keep fit, *phr* /'ki:p,fi:t/ бути у хорошій фізичній формі
keep smb going, *phr* /ki:p/ тримати когось в активному стані
keep, *v* /ki:p/ тримати, підтримувати
ketchup, *n* /'ketʃəp/ кетчуп
kind, *adj* /kaɪnd/ добрий
kind, *n* /kaɪnd/ вид

kindergarten, *n* /'kɪndəɡɑ:tɪn/ дитячий садок
kind-hearted, *adj* /,kaɪnd'hɑ:tɪd/ добросердний
kiwi fruit, *n* /'ki:wi:fru:t/ фрукт ківі
knife, *n* /naɪf/ ніж
knitting, *n* /'nɪtɪŋ/ в'язання на спицях
know, *v* /nəʊ/ знати

L, l

lake, *n* /leɪk/ озеро
land, *n* /lənd/ земля
landmark, *n* /'lændmɑ:k/ визначне історичне місце
landscape, *n* /'lændskeɪp/ ландшафт
large, *adj* /lɑ:dʒ/ великий
last, *adj* /lɑ:st/ останній
last, *v* /lɑ:st/ продовжуватися
late, *adj* /leɪt/ пізно, запізнюватися
lazy, *adj* /'leɪzi/ ледачий
learn, *v* /lɜ:n/ вивчати, вчити
leave, *v* /li:v/ від'їжджати
leg, *n* /leg/ нога
legend, *n* /'ledʒənd/ легенда
length, *n* /leŋθ/ довжина
lesson, *n* /'lesən/ урок
library, *n* /'laɪbrəri/ бібліотека
lime tree, *n* /'laɪm,tri:/ липа
line, *n* /laɪn/ лінія
linker, *n* /'lɪŋkə/ слово-зв'язка

list, *n* /lɪst/ список, перелік
listen, *v* /'lɪsən/ слухати
listener, *n* /'lɪsənə/ слухач
loaf, *n* /ləʊf/ буханка
local, *adj* /'ləʊkəl/ місцевий
location, *n* /ləʊ'keɪʃən/ місцезнаходження
logically, *adv* /'lɒdʒɪkəli/ логічно
look for, *v* /lʊk fə/ шукати
look through, *v* /lʊk θru:/ переглядати
loudly, *adv* /'laʊdli/ гучно
lovely, *adv* /'lʌvli/ чудовий
low, *adj* /ləʊ/ низький
luggage label, *phr* /'lʌdʒɪz,leɪbl/ ярлик до багажу
luggage, *n* /'lʌdʒɪz/ багаж
lunch, *n* /lʌntʃ/ ланч, другий сніданок
lunch box, *n* /'lʌntʃ,bɒks/ коробка для сніданку

M, m

magazine, *n* /,mæɡə'zi:n/ журнал
main road, *phr* /'meɪn,ɹəʊd/ центральна вулиця
make crafts, *phr* /'meɪk 'krɑ:fts/ виробляти вироби

make smb laugh, *phr* /meɪk/ /lɑ:f/ розсмішити когось
make up a story, *phr* /meɪk/ складати історію (оповідання)
map, *n* /mæp/ карта

market place, *phr* /'mɑ:kɪt pleɪs/ ринкова площа
market, *n* /'mɑ:kɪt/ ринок
mashed, *adj* /mæʃt/ потовчений
match, *n* /mætʃ/ матч
Mathematics (Maths), *n* /,mæθə'tɪks/ урок математики
may /meɪ/ модальне недостатне дієслово, що виражає: 1) припущення, імовірність, можливість; 2) сумнів, невпевненість; 3) прохання; 4) дозвіл та ін.
meal, *n* /mi:l/ їжа
means of travelling, *phr* /mi:nz/ засіб подорожування
meat, *n* /mi:t/ м'ясо
meet, *v* /mi:t/ зустрічати
melt, *v* /melt/ танути
message, *n* /'mesɪdʒ/ повідомлення
middle, *adj* /'mɪdl/ середина
midnight, *n* /'mɪdnaɪt/ опівніч
might /maɪt/ *past* від **may** модальне недостатне дієслово, що виражає: 1) припущення, імо-

вірність, можливість; 2) сумнів, невпевненість
milkshake, *n* /mɪlkʃeɪk/ молочний коктейль
mineral, *adj* /'mɪnərəl/ мінеральний
minibus, *n* /'mɪnɪbʌs/ міні-автобус
minicar, *n* /'mɪnɪkɑː/ міні-автомобіль
miss, *v* /mɪs/ пропустити; сумувати
mistake, *n* /mɪ'steɪk/ помилка
mix, *v* /mɪks/ змішувати
model, *n* /'mɒdl/ модель
modern, *adj* /'mɒdn/ сучасний
monastery, *n* /'mɒnəstri/ монастир
money, *n* /'mʌni/ гроші
monk, *n* /mɒŋk/ монах
monster, *n* /'mɒnstə/ монстр
moody, *adj* /'muːdi/ людина настрою
mosaic, *n* /məʊ'zeɪ-ɪk/ мозаїка
mountain, *n* /'maʊntɪn/ гора
move, *v* /muːv/ рухатися
muscle, *n* /'mʌsəl/ мускул
museum, *n* /mjuː'ziəm/ музей
mushroom, *n* /'mʌʃruːm/ гриб
Music, *n* /'mjuːzɪk/ урок музики

N, n

narrow, *adj* /'nærəʊ/ вузький
National Coat of Arms, the /'næʃənəl/ Національний Герб
native speaker, *phr* /'neɪtv 'spɪkə/ носій мови
native, *adj* /'neɪtv/ рідний
natural disaster, *phr* /'nætʃərəl/ природна катастрофа
natural resources, *phr* /'nætʃərəl rɪ'zɔːsɪz/ природні ресурси
nature, *n* /'neɪtʃə/ природа
necessary, *adj* /'nesəsəri/ необхідний
need, *v* /niːd/ потребувати
neighbourhood, *n* /'neɪbə/ 1) сусідство, близькість; 2) округа, район, квартал
nephew, *n* /'nefjuː/ племінник

nervous, *adj* /'nɜːvəs/ знервований
netball, *n* /'netbɔːl/ нетбол
never, *adv* /'nevə/ ніколи
newspaper, *n* /'njuːspeɪpə/ газета
nickel, *n* /'nɪkəl/ *амер. розм.* монета в 5 центів
niece, *n* /niːs/ племінниця
noisy, *adj* /'nɔɪzi/ шумний
noisy, *adv* /'nɔɪzi/ шумно
noodle soup, *phr* /'nuːdl suːp/ суп з макаронами
normally, *adv* /'nɔːməli/ зазвичай
not only that, *phr* /nɒt e'ʊnli ðæt/ не тільки це
notebook, *n* /'nəʊtbʊk/ блокнот
note, *n* /nəʊt/ нотатка, запис
nothing, *pron* /'nʌθɪŋ/ нічого
notice, *v* /'nəʊtɪs/ помічати

noticeboard, *n* /'nəʊtɪsˌbɔ:d/ вивіска
novel, *n* /'nɒvəl/ роман
nowadays, *adv* /'naʊədeɪz/ сьогодні

nuclear accident, *phr* /'nju:kliə 'æksɪ-
dənt/ ядерна катастрофа
number, *n* /'nʌmbə/ номер

O, o

ocean, *n* /'əʊʃən/ океан
office, *n* /'ɒfɪs/ офісне приміщення
oil, *n phr* /'ɔɪl/ олія
on foot, *phr* /ɒn fu:t/ пішки
on time, *phr* /ɒn taɪm/ вчасно
once, *adv* /wʌns/ один раз
online, *adv* /'ɒnlaɪn/ онлайн, в
Інтернеті
opinion, *n* /ə'pɪnjən/ думка
opportunity, *n* /,ɒpɔ'tju:nɪti/ можли-
вість

opposite, *prep* /'ɒpəzɪt/ навпроти
order, *v* /'ɔ:də/ замовляти
organize, *v* /'ɔ:gənaɪz/ організову-
вати
originally, *adv* /ə'ɪrɪdʒɪnəli/ за похо-
дженням
ornamentation, *n* /,ɔ:nəmen'teɪʃən/ ор-
намент
outside, *prep* /aʊt'saɪd/ назовні
own, *adj* /əʊn/ власний

P, p

pack one's luggage, *phr* /pæk/ паку-
вати багаж; складати речі
paint, *n* /reɪnt/ фарба
paint, *v* /reɪnt/ малювати фарбами
paintbrush, *n* /'reɪntbrʌʃ/ пензлик
для фарби
pair, *n* /peə/ пара
pan, *n* /pæn/ каструля
pancake, *n* /'pænkɛɪk/ млинець
paragraph, *n* /'pærəgrɑ:f/ абзац
parents, *n* /'peərənts/ батьки
participate, *v* /pɑ:'tɪsɪpɪt/ брати
участь
particular, *adv* /pə'tɪkjʊlə/ особли-
вий
pass smb, *v* /pɑ:s/ передавати щось
комусь
passenger, *n* /'pæsɪndʒə/ пасажир
passion, *n* /'pæʃən/ пристрасть
passport, *n* /'pɑ:spɔ:t/ паспорт
pasta, *n* /'pæstə/ паста, макарони
patient, *adj* /'peɪʃənt/ терплячий
pavement, *n* /'peɪvmənt/ тротуар
pay, *v* /peɪ/ платити

pedestrian crossing, *phr* /pɛ'dɛstriən
'krɒsɪŋ/ пішохідний перехід
peer, *n* /pɪə/ товариш; одноліток
pence, *n pl* /pens/ від *penny* пенс
penny, *n* /'peni/ (*pl* pence – *про*
грошову суму від twopence до
elevenpence; pennies – про окре-
мі монети) пенні, пенс
people, *n* /'pi:pəl/ люди
perfect, *adj* /'pɜ:fɪkt/ чудовий
performance, *n* /pə'fɔ:məns/ виста-
ва
person, *n* /'pɜ:sən/ особа
personal belongings, *phr* /'pɜ:sənəl
bɪ'lɒŋɪŋz/ особисті речі
personal, *adj* /'pɜ:sənəl/ особистий
photograph, *n* /'fəʊtəgrɑ:f/ фотогра-
фія
photography, *n* /fə'tɒgrəfi/ фотогра-
фування
Physical Education (PE), *n* /'fɪzɪkəl
'edʒukeɪʃən/ урок фізичної куль-
тури
physical, *adj* /'fɪzɪkəl/ фізичний

pickles, *n* /'pɪklz/ соління; пікулі;
солоні (мариновані) огірки
picnic, *n* /'pɪknɪk/ пікнік
picture, *n* /'pɪktʃə/ малюнок
picturesque, *adj* /'pɪktʃə'resk/ ма-
льовничий
pineapple, *n* /'paɪnæpəl/ ананас
pistol, *n* /'pɪstl/ пістолет
pizza, *n* /'pɪtsə/ піца
place smth over the fire, *phr* /pleɪs/
поставити щось на вогонь
plain, *n* /pleɪn/ рівнина
plane, *n* /pleɪn/ літак
planet, *n* /'plænɪt/ планета
plant, *n* /plɑːnt/ рослина
plate, *n* /pleɪt/ тарілка
playground, *n* /'pleɪgraʊnd/ ігровий
майданчик
pleasant, *adj* /'plezənt/ приємний
pleasure, *n* /'plezə/ задоволення
plum, *n* /plʌm/ слива
poem, *n* /'pəʊɪm/ вірш; поезія
point, *v* /pɔɪnt/ вказувати
polite, *adj* /pə'laɪt/ вічливий
political, *adj* /pə'ɪtɪkəl/ політичний
poplar, *n* /'pɒplə/ тополя
popular, *adj* /'pɒpjʊlə/ популярний
population, *n* /,pɒpjʊleɪʃən/ насе-
лення
populous, *adj* /'pɒpjʊləs/ багато-
людний; густонаселений
porridge, *n* /'pɒrɪdʒ/ каша
portrait, *n* /'pɔːtrɪt/ портрет
possible, *adj* /'pɒsəbəl/ можливий
post office, *n* /'pəʊst'ɒfɪs/ поштове
відділення

postman, *n* /'pəʊstmən/ листоноша
potato, *n* /pə'teɪtəʊ/ картопля
pound, *n* /paʊnd/ фунт стерлінгів
practice, *n* /'præktɪs/ практика;
тренування
pray, *v* /preɪ/ молитися
prefer, *v* /prɪ'fɜː/ надавати перева-
гу
prepare, *v* /prɪ'preə/ готувати
preposition, *n* /,prepə'zɪʃən/ при-
йменник
present, *n* /'prezənt/ подарунок
present, *v* /prɪ'zent/ дарувати
preserved, *adj* /prɪ'zɜːv/ консерво-
ваний
presidential, *adj* /,prezɪ'denʃəl/ пре-
зидентський
previous, *adj* /'priːviəs/ попередній
price, *n* /praɪs/ ціна
princess, *n* /,prɪn'ses/ принцеса
prison, *n* /'prɪzən/ в'язниця
problem, *n* /'prɒbləm/ проблема
process, *n* /'prəʊsəs/ процес
product, *n* /'prɒdʌkt/ продукт
project, *n* /'prɒdʒekt/ проект
provide information, *phr* /prə'vaɪd/
забезпечувати інформацією
provide, *v* /prə'vaɪd/ забезпечувати
public transport, *phr* /'pʌblɪk/ гро-
мадський транспорт
pudding, *n* /'pʊdɪŋ/ пудинг
punch a ticket, *phr* /pʌntʃ/
компо-
тирувати квиток
purchase, *n* /'pɜːtʃəs/ покупка

Q, q

quality, *n* /'kwɒlɪti/ якість
Queen of England, the, *phr* /kwɪn/
королева Англії
question, *n* /'kwɛstʃən/ запитання
questionnaire, *n* /,kwɛstʃə'neə/ вікто-
рина
queue, *n* /kjuː/ черга

quickly, *adv* /'kwɪkli/ швидко
quiet, *adj* /kwaɪət/ тихий
quiet, *adj* /kwaɪət/ тихо
quiz, *n* /kwɪz/ вікторина; опиту-
вання
quiz-game, *n* /'kwɪz,geɪm/ віктори-
на-гра

R, r

race, *n* /reɪs/ перегони
railway station, *n* /'reɪlweɪ 'steɪʃən/ залізнична станція
raisin, *n* /'reɪzən/ родзинка
rather, *adv* /'rɑːðə/ досить
raven, *n* /'reɪvən/ ворон
reach, *v* /riːtʃ/ досягати
ready, *adj* /'redi/ готовий
real situation, *phr* /rɪəl/ /,sɪtʃu'eɪʃən/ справжня ситуація
really look like, *phr* справді виглядає
reason, *n* /'riːzən/ причина
receipt, *n* /rɪ'siːt/ чек за покупку
reception, *n* /rɪ'sepʃən/ прийом
recite, *v* /rɪ'saɪt/ декламувати
recreation centre, *phr* /,rekri'eɪʃən/ туристичний центр, місце відпочинку
reduce, *v* /rɪ'djuːs/ скорочувати
regular service, *phr* /'regjʊlə/ постійний сервіс
regular, *adj* /'regjʊlə/ регулярний
regularly, *adv* /'regjʊləli/ постійно, регулярно
relationship, *n* /rɪ'leɪʃənʃɪp/ стосунки
relative, *adj* /rɪ'relətɪv/ родич
relax, *v* /rɪ'læks/ розслабитися
relaxing, *adj* /rɪ'læksɪŋ/ пом'якшуючий, розслаблюючий
remember, *v* /rɪ'membə/ пам'ятати
remind smb of/about smth, *phr* /rɪ'maɪnd/ нагадувати комусь про щось

remind, *v* /rɪ'maɪnd/ нагадувати
repeat, *v* /rɪ'piːt/ повторювати
residence, *n* /'rezɪdəns/ резиденція
resource, *n* /rɪ'zɔːs/ ресурс
respect, *v* /rɪ'spekt/ поважати
respond, *v* /rɪ'spɒnd/ давати відповідь
restaurant, *n* /'restərɒnt/ ресторан
result, *n* /rɪ'zʌlt/ результат
return ticket, *phr* /rɪ'tɜːn/ квиток у обидва кінці
rhyme, *n* /raɪm/ рима
rice, *n* /raɪs/ рис
ride a horse, *phr* /raɪd/ їздити верхи на коні
right-hand side, *adj* /'raɪthænd ,saɪd/ справа
river port, *phr* /'rɪvə ,pɔːt/ річний порт
river, *n* /'rɪvə/ річка
riverside, *n* /'rɪvəsaɪd/ берег річки
road sign, *phr* /'rəʊd ,saɪn/ дорожній знак
roast, *adj* /rəʊst/ печений
role, *n*, *adj* /rəʊl/ роль
role-play, *n* /'rəʊlpleɪ/ рольова гра
rough, *adv* /rʌf/ грубий
round, *adj* /raʊnd/ круглий
rowing, *n* /'rəʊɪŋ/ гребля
royal, *adj* /'rɔɪəl/ королівський
rucksack, *n* /'rʌksæk/ рюкзак
run from ... to ..., *phr* /rʌn/ їздить від ... до ...
runner, *n* /'rʌnə/ бігун

S, s

sailing, *n* /'seɪlɪŋ/ парусний спорт
salad, *n* /'sæləd/ салат
salt, *n* /sɔːlt/ сіль
salty, *adj* /'sɔːlti/ солоний
same, *adj* /seɪm/ той самий
sandal, *n* /'sændl/ сандалія

sandwich, *n* /'sændwɪdʒ/ бутерброд
sausage, *n* /'sɔːsɪdʒ/ ковбаса
sausages, *n* /'sɔːsɪdʒɪz/ сосиски
save, *v* /seɪv/ економити
save smb's time, *phr* /seɪv/ економити чийсь час

scary, *adj* /skeəri/ страшний
school gym, *phr* /'sku:l,dʒɪm/ шкільний спортивний зал
schoolmate, *n* /'sku:lmeɪt/ товариш по школі
Science, *n* /'saɪəns/ урок природознавства
scientific, *adj* /'saɪən'tɪfɪk/ науковий
scientist, *n* /'saɪəntɪst/ учений
score a goal, *phr* /skɔ:/ забити гол
scream, *v* /skri:m/ кричати
seafood, *n* /'si:fu:d/ морепродукти
seaside, *n* /'si:saɪd/ морське узбережжя
season, *n* /'si:zən/ пора року; сезон
section, *n* /'sekʃən/ відділ (*у магазині*)
self-discipline, *n* /self'dɪsɪplɪn/ самодисципліна
sentence, *n* /'sentəns/ речення
serve, *v* /sɜ:v/ служити
service, *v* /'sɜ:vɪs/ сервіс, послуга
set personal goals, *phr* /set/ визначати (ставити) особисті цілі
set up role-plays, *phr* /set ʌp/ ставити рольові ігри
sew, *v* /səʊ/ шити
sewing, *n* /'səʊɪŋ/ шиття
share, *v* /ʃeə/ ділитися
shed, *n* /ʃed/ укриття
ship, *n* /ʃɪp/ корабель
shoot a ball, *phr* /ʃu:t/ кидати м'яч
shop, *n* /ʃɒp/ магазин
shop-assistant, *n* /ʃɒp ə'sɪstənt/ продавець
shopping list, *phr* /'ʃɒpɪŋ list/ список покупок
shopping mall, *phr* /'ʃɒpɪŋ,mɔ:l/ торговельний центр
shorts, *n* /ʃɔ:ts/ шорти
shout, *v* /ʃaʊt/ кричати
side dish, *phr* /saɪd dɪʃ/ гарнір
side, *n* /saɪd/ сторона
sight, *n* /saɪt/ вид; місце
sightseeing, *n* /'saɪt,sɪ:ɪŋ/ огляд визначних місць

similar, *adj* /'sɪmələ/ схожий
singing, *n* /'sɪŋɪŋ/ спів
single ticket, *phr* /'sɪŋɡəl/ квиток в один кінець
sister, *n* /'sɪstə/ сестра
situation, *n* /,sɪtʃu'eɪʃən/ ситуація
size, *n* /saɪz/ розмір (одягу)
skate, *v* /skeɪt/ кататися на ковзанах
skateboarding, *n* /'skeɪtbɔ:dɪŋ/ кататися на скейті
skating rink, *n* /'skeɪtɪŋ rɪŋk/ каток
skier, *n* /'ski:ə/ лижник
skiing, *n* /'ski:ŋ/ лижний спорт
ski-jumping, *n* /'ski:dʒʌmpɪŋ/ стрибки на лижах
skill, *n* /skɪl/ уміння
skip rope, *n* /skɪp 'rəʊp/ скакалка
skirt, *n* /skɜ:t/ спідниця
slow, *adj* /sləʊ/ повільний
slowly, *adv* /'sləʊli/ повільно
smart, *adj* /smɑ:t/ розумний
smell, *v* /smel/ нюхати; відчувати запах
smile, *n* /smaɪl/ посміхатися; посмішка
snack, *n* /snæk/ закуска
soap, *n* /səʊp/ мило
soccer, *n* /'sɒkə/ футбол
sociable, *adj* /'səʊjəbl/ любить спілкуватися
soft, *adj* /sɒft/ м'який
softball, *n* /'sɒftbɔ:l/ м'який м'яч
solve, *v* /sɒlv/ вирішувати
son, *n* /sʌn/ син
sound, *v* /saʊnd/ звучати; відчувати звук
sour cream, *n* /saʊəkri:m/ сметана
sour milk, *phr* /saʊəmɪlk/ кисле молоко
sour, *adj* /saʊə/ кислий
souvenir, *n* /,su:və'nɪə/ сувенір
spaghetti, *n* /spə'ɡeti/ спагетті
Spanish, *n* /'sp'æɪnɪʃ/ урок іспанської мови
specific, *adj* /spɪ'sɪfɪk/ специфічний

spelling, *n* /'speliŋ/ правопис
spicy, *adj* /'spaɪsi/ 1) присмачений спеціями; змішаний із спеціями; 2) пряний, ароматний; 3) розм. гострий, пікантний
splendid, *adj* /'splendɪd/ чудовий
spoon, *n* /'spu:n/ ложка
sporting event, *phr* /'spɔ:tɪŋ ɪ'vent/ спортивна подія
sports centre, *phr* /'spɔ:ts ,sentə/ спортивний центр
sports club, *phr* /'spɔ:ts ,klʌb/ спортивний клуб
sports venue, *phr* /'spɔ:ts 'venju:/ місце для проведення спортивних заходів
sportsground, *n* /'spɔ:tsgraʊnd/ спортивний майданчик
sportsman, *n* /'spɔ:tsmən/ спортсмен
square, *n* /skweə/ площа
stadium, *n* /'steɪdiəm/ стадіон
starter, *n* /'stɑ:tə/ страва, з якої починають обід
stay, *v* /steɪ/ зупинятися, залишатися
steak, *n* /steɪk/ стейк
stick, *v* /stɪk/ 1) приклеювати; 2) дотримуватися
story, *n* /'stɔ:ri/ історія; оповідання
straight ahead, *phr* /'streɪt ə'hed/ прямо
straight, *adj, adv* /streɪt/ прямий; прямо
strawberry, *n* /'strɔ:bəri/ полуниця
strengthen, *v* /'streŋθən/ укріплю-

вати
stress, *n* /stres/ стрес
stretch, *v* /stretʃ/ простягати; давати відпочинок
strict, *adj* /strikt/ суворий
structure, *n* /'strʌktʃə/ структура
style, *n* /stɑɪl/ стиль
subject, *n* /'sʌbdʒɪkt/ шкільний предмет
subtropical, *adj* /sʌb'trɒpɪkəl/ субтропічний
suitable, *adj* /'su:təbəl/ той, що підходить
suitcase, *n* /'su:tkeɪs/ чемодан
sunbathing, *n* /'sʌnb'eɪdɪŋ/ загорання на сонці
supermarket, *n* /'su:pə'mɑ:kɪt/ супермаркет
superstar, *n* /'su:pə'stɑ:/ зірка (видатна особа)
support, *v* /sə'pɔ:t/ підтримувати
sure, *adj* /ʃʊ:/ звичайно; впевнений
surprised, *adj* /sə'praɪzd/ здивований
surroundings, *n* /sə'raʊndɪŋz/ околиці
swan, *n* /'swɒn/ лебідь
sweater, *n* /'swetə/ светр
sweet, *n* /swi:t/ цукерка
sweet, *adj* /swi:t/ солодкий
swimming pool, *n* /'swɪmɪŋ pu:l/ басейн
swimsuit, *n* /'swɪmsu:t/ купальний костюм
symbol, *n* /'sɪmbəl/ символ

T, t

take care of, *phr* /teɪk keə əv/ піклуватися
take turns, *phr* /'teɪk tɜ:nz/ по черзі
talented, *adj* /'tæləntɪd/ талановитий

taste, *v* /teɪst/ 1) пробувати на смак; куштувати; 2) дегустувати; 3) мати смак, присмак; to taste sour – бути кислим на смак; 4) їсти, пити

tasty, *adj* /'teisti/ смачний
taxi rank, *phr* /'tæksi,ræŋk/ стоянка таксі
team, *n* /ti:m/ команда
teenager, *n* /'ti:neɪdʒə/ підліток
telephone, *n* /'telɪfəʊn/ телефон; телефонувати
tell smb, *phr* /tel/ розповідати комусь
temperate, *adj* /'tempərət/ помірний
temperature, *n* /'tempɪtʃə/ температура
tennis, *n* /'tenɪs/ теніс
test, *n* /test/ тест
textbook, *n* /'tekstbʊk/ підручник
that's why, *phr* /'ðæts 'waɪ/ ось чому
theatre school, *phr* /'θiətə sku:l/ театральна школа
theatre, *n* /'θiətə/ театр
thoroughly, *adv* /'θʌrəli/ ретельно
through, *prep* /θru:/ через; крізь
throw, *v* /θrəʊ/ кидати
ticket, *n* /'tɪkɪt/ квиток
time, *n* /taɪm/ час
timetable, *n* /'taɪm,teɪbəl/ розклад уроків
tired, *adj* /taɪəd/ стомлений
tiring, *adj* /'taɪəɪŋ/ стомлюючий
toast, *n* /təʊst/ шматочок підсмаженого хліба; грінка; тост
today, *adv* /tə'deɪ/ сьогодні
together, *adv* /tə'geðə/ разом
token machine, *phr* /'təʊkən mə'ʃi:n/ автомат для продажу жетонів на проїзд
token, *n* /'təʊkən/ жетон (*напр.*, для проїзду в метро)
tomb, *n* /tu:m/ усипальниця, гробниця

tonight, *adv* /tə'naɪt/ сьогодні ввечері
topic, *n* /'tɒpɪk/ тема
tour, *n* /tuə/ тур; поїздка
tourist information centre, *phr* /'tuəɪst/ інформаційний туристичний центр
tourist, *n* /'tuəɪst/ турист
tower, *n* /'taʊə/ вежа
toy demonstration, *phr* /tɔɪ/ демонстрація іграшок
toy store, *phr* /'tɔɪ ,stɔ:/ магазин іграшок
trade, *n* /treɪd/ торгівля
tradition, *n* /trə'dɪʃən/ традиція
traffic lights, *phr* /'træfɪk/ світлофор
traffic, *n* /'træfɪk/ транспортний потік
train, *n* /treɪn/ потяг
train, *v* /treɪn/ тренуватися
training, *n* /'treɪnɪŋ/ тренування
transport system, *phr* /'trænspɔ:t 'sɪstəm/ транспортна система
transport, *n* /'trænspɔ:t/ транспорт
travel document, *phr* /'trævəl/ проїзний документ (дитини)
travelling, *n* /'trævəlɪŋ/ подорожування
treasure, *n* /'trezə/ скарб
tremble, *v* /'treɪbəl/ тремтіти
trip, *n* /trɪp/ подорож
tropical, *adj* /'trɒpɪkəl/ тропічний
true, *adj* /tru:/ правильний
try smth on, *phr* /traɪ/ приміряти
try, *v* /traɪ/ намагатися
tryout, *n* /traɪaʊt/ випробовування
T-shirt, *n* /'ti:ʃz:t/ футболка
turn, *n* /tɜ:n/ черга
twice, *adv* /twɑɪs/ двічі
typical, *adj* /'tɪpɪkəl/ типовий

U, u

ugly, *adj* /'ʌɡli/ жахливий, неприємний
Ukrainian, *n* /ju:'kreɪnɪən/ урок української мови

umbrella, *n* /ʌm'brelə/ парасолька
uncle, *n* /'ʌŋkəl/ дядько
uncomfortable, *adv* /ʌn'kʌmfətəbəl/ незручно

underground, *n* /'ʌndəgraʊnd/ метро
understand, *v* /'ʌndə'stænd/ розуміти
uniform, *n* /'ju:nɪfɔ:m/ форма
university, *n* /'ju:nɪ'vɜ:sɪti/ університет

upcoming, *adj* /'ʌp,kʌmɪŋ/ той, що наближається
use, *v* /ju:z/ використовувати
useful, *adj* /'ju:sfəl/ корисний

V, v

vacuum, *v* /'vækjuəm/ пилососити
valley, *v* /'væli/ долина
vanilla, *v* /və'nɪlə/ ваніль
vegetable, *v* /'vedʒtəbəl/ овоч
vegetarian, *n* /'vedʒɪ'teəriən/ вегетаріанець
view, *n* /vju:/ вид
vinegar, *n* /'vɪnɪgə/ уксус

visit, *v* /'vɪzɪt/ відвідувати
vital, *adj* /'vaɪtl/ життєвонеобхідний
vitamin, *n* /'vɪtəmɪn/ вітамін
vocabulary, *n* /və'kæbjʊləri/ словник
volcano, *n* /vɒl'keɪnəv/ вулкан
volleyball, *n* /'vɒlibɔ:l/ волейбол

W, w

wait, *v* /weɪt/ очікувати
walk, *v* /wɔ:k/ ходити пішки
walking shoes, *phr* /'wɔ:kɪŋ ʃu:z/ взуття на низькій платформі
warm-up, *n* /wɔ:m ʌp/ підготовочка вправа
water route, *phr* /'wɔ:tə,ru:t/ водний шлях
water sport, *phr* /'wɔ:tə,sport/ водний вид спорту
water, *n* /'wɔ:tə/ вода
watercolours, *n* /'wɔ:tə,kleɪ/ акварельні фарби
wax, *n* /wæks/ віск
weak, *adj* /wi:k/ слабкий
wealth, *n* /welθ/ багатство
wear jumbo numbers, *phr* /weə'dʒʌmbəv ˌnʌmbəz/ надягати номерні знаки (у спортивних змаганнях)
wear, *v* /weə/ носити (про одяг)
weather, *n* /'weðə/ погода
web page, *n* /'webreɪdʒ/ сторінка Інтернету
weekend, *n* /'wi:k'end/ вихідний день

weird, *adj* /wiəd/ дикий
welcome, *v* /'welkəm/ ласкаво запрошувати
well-cooked, *adj* /,wel'kʊkt/ добре приготовлений
well-developed, *adj* /'weldə'veləpt/ добре розвинений
well-educated, *adj* /'wel'edʒʊkeɪtɪd/ добреосвічений
What's happened? /'wɒts 'hæpənd/ Що трапилось?
whichever, *conj* /wɪtʃ'evə/ щоб то не було
wide, *adj* /waɪd/ широкий
wife, *n* /waɪf/ дружина
wig, *n* /wɪg/ перука
win a competition, *phr* /'wɪn ə 'kɒmpɪ'tɪʃən/ виграти змагання
win a cup, *phr* /'wɪn ə 'kʌp/ виграти кубок
winner, *n* /'wɪnə/ переможець
without, *prep* /wɪd'aʊt/ без
wonderful, *adj* /'wʌndəfəl/ чудовий

word combination, phr /wɜ:d'kɒmbɪneɪʃən/
словосполучення

World Literature, n /wɜ:ld 'lɪtrətʃə/
урок світової літератури

worry about, v /'wɒrɪ ə'baʊt/ хвилю-
ватися про

worth, n /wɜ:θ/ 1. 1) цінність, зна-
чення; важливість; гідність;

2) ціна, вартість; 2. *adj pred.*

1) вартий, що має вартість,
ціну; 2) що заслуговує; що має
цінність, важливість

wrestling, n /'reslɪŋ/ боротьба

Y, y

yachting, n /'jɒtɪŋ/ плавати на яхті
yard, n /jɑ:d/ подвір'я

yoghurt, n /'jɒgət/ йогурт



TAPESCRIPPTS

Exercise 1, page 36

Five Loaves of Bread

Mr Brown went to the market every day. He always bought five loaves of bread there.

One day Mr Brown met his friend, Mr Smith.

Mr Smith said, "I meet you almost every day and I always see you with five loaves of bread. Why do you always buy five loaves, no more and no less?"

"I lend two and with the other two I pay my debts¹," answered Mr Brown.

"I don't understand you," said Mr Smith.

"Oh, well, my wife and I eat one loaf, I give two to my children, and two loaves to my father and mother," said Mr Brown.

Exercise 2, page 81

Dan: Hi, Steve! I haven't seen you for ages! How are you getting on?

Steve: I'm quite well, thank you. I spend lots of time in the gym.

Dan: Do you play tennis?

Steve: No, I don't. I joined the basketball club last year. Do you want to join me?

Dan: How often do you train?

Steve: On Mondays, Wednesdays, Thursdays and Saturdays.

Dan: Oh, no! I have some free time only at the weekend.

Steve: Then come and watch our city basketball contest in June!

Dan: With great pleasure. I've got enough time on holidays.

¹ debts – долги



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